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ABSTRACT

Designed to provide a resource to scholars, students, and other professionals needing to understand the role of education in the People's Republic of China, this work begins with an extended (26 pages) essay about China's educational enterprise: its history, development, prospects, and problems. An annotated bibliography comprised of over 3,050 entries divided into 71 subject categories follows the essay. ERIC accession numbers are cited when available. Detailed author and subject indexes to all entries are provided. The entries consist of "the most useful and easily located books, monographs, pamphlets, regularly and occasionally issued serials, scholarly papers, and selected major newspaper accounts dealing in a significant way with public and private education in the People's Republic of China before and since 1949." (TRS)

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EDUCATION IN THE PEOPLE'S REPUBLIC OF CHINA, PAST AND PRESENT

REFERENCE BOOKS IN INTERNATIONAL EDUCATION
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Vol. 2

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EDUCATION IN THE PEOPLE'S REPUBLIC OF CHINA, PAST AND PRESENT

An Annotated Bibliography

Franklin Parker
Betty June Parker

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DEDICATED TO

Francis Stephenson Hutchins and
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for their contributions to China
and to Berea College, Kentucky

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FOREWORD

This series of annotated bibliographies of education in selected nations and regions is designed to provide a resource to scholars, students, and a variety of other professionals needing to understand the place of education in a particular society. The format of each volume is similar yet each contributor has had the freedom to adjust the common outline to reflect the peculiarities of their particular nation or region.

Each contributor to this series is a scholar who has developed his professional life to the nation or region he has been assigned. Without exception they have not only studied the educational system in question, but they have lived and travelled widely in it. In short, they are exceptionally knowledgeable about their subject.

Every volume in the series begins with an extended essay about the nation's educational enterprise—its history, development, problems, etc. Following this essay is an annotated bibliography, broken into major categories, of the most important and accessible books, articles, dissertations, etc. published in English.

Since this series is designed to be a useful research tool, the editor and contributors welcome suggestions for future volumes as well as ways in which this series can be improved.

Edward R. Beauchamp
University of Hawaii

PREFACE

The 3,053 entries in this work comprise the compilers' attempt at a comprehensive annotated bibliography of the most useful locatable books, monographs, pamphlets, regularly and occasionally issued serials, scholarly papers when published, and selected major newspaper accounts dealing in a significant way with formal and informal, public and private education in the People's Republic of China before and since 1949.

We used the spelling of Chinese place and personal names and terms as they appeared in the sources, mainly the long-used Wade-Giles Chinese standard (example: Peking) and the January 1, 1979, government change to the PINYIN Chinese standard (example: Beijing). For users' convenience, the subject index provides selected alternate spellings.

ERIC source numbers are listed for entries from that major educational database. ERIC, acronym for Educational Resources Information Center, is a network of 16 subject-oriented clearinghouses at U.S. universities or professional organizations. The ERIC numbered abstracts are published and indexed in RESOURCES IN EDUCATION, a monthly abstract journal located (with microfiche copies of documents) in some 600 U.S. university libraries. Besides abstracts of documents, RESOURCES IN EDUCATION lists ordering information and prices for hardcopy and microfiche copy purchase from ERIC Documentary Reproduction Service, P.O. Box 190, Arlington, VA 22210.

Including all relevant unpublished doctoral dissertations would have made this book much larger. Instead, one unpublished doctoral dissertation, entry 93, is included because of its especially useful 159-

page annotated bibliography; entry 153 lists relevant unpublished doctoral dissertations completed to 1978 from University Microfilms' comprehensive and eaily available DISSERTATION ABSTRACTS INTERNATIONAL (Ann Arbor, MI). Under "Dissertations on Education in China" in the subject index of this book are listed 18 entries of works containing relevant doctoral dissertations including the compilers' own two-volume listing of 339 dissertations (entry 115). Thus all known published works containing relevant doctoral dissertations are included.

We visited schools in five cities in the People's Republic of China in 1978; the senior compiler also visited schools there in 1974. Library research for this work was done at various times during 1981-85 in libraries of the School of Oriental and African Studies, the Senate Library, and the Institute of Education (all University of London, England); the National Union of Teachers, the Department of Education and Science, and the Society for Anglo-Chinese Understanding (all in London); New York Public Library, New York University, Columbia University, and Teachers College of Columbia University; Duke University, Durham, NC, North Carolina State University, Raleigh, and University of North Carolina, Chapel Hill; at the University of Dayton, OH; and at Berea College, KY.

Happily, West Virginia University, Morgantown, has an extensive China collection. Special thanks are due to its Dean of Library Services, Robert F. Munn; Evansdale Librarian, Harold Shill; and especially Reference Librarian Clifford Hamrick, for hundreds of interlibrary loans and other help.

Besides searches made through library card catalogs, information databases, and various published bibliographies, we searched through most of the approximately 200 abstracting and indexing service sources listed in ULRICH'S INTERNATIONAL PERIODICALS DIRECTORY (New York: R.R. Bowker). We attempted to examine each work listed in this bibliography. When impossible, as with foreign works or works in foreign libraries, we relied on the content of at least two or more abstracts.

We are grateful to those who helped bring this work to completion in Morgantown, West Virginia: computer word processors Joyce and Charles Bower of Communi-Tech Associates for exacting work;

computer typist Debbie Barker for help on the author index; secretary Linda Lilly who typed many annotations; Edith Levy and Clifton L. Hall for checking foreign language titles; and West Virginia University work-study student Becky Rose for much preliminary work. Financial help was provided by the West Virginia University Foundation, the Vice-President for Academic Affairs, and the Dean of the College of Human Resources and Education. Katherine F. Gould, Coordinator of Reference Service, Serial and Government Publications Division, Library of Congress, Washington, DC, aided journal verification.

Finally, we owe special thanks to Garland Editor Marie Ellen Larcada and series editor Edward R. Beauchamp for their close reading, corrections, and suggestions for the entire manuscript. We are responsible for all errors. Our hope is that this annotated bibliography will aid the important study of education in the People's Republic of China.

INTRODUCTION

China and Its Schools

People's Republic of China

With a continuous culture of over 4,000 years, China dominates Asia as the world's third largest (after the U.S.S.R. and Canada), most populous (over one billion people), and rapidly developing country. China stands out as a third world country able to feed, house, clothe, and extend health care to one of every four persons on earth. It has built bridges, railroads, and industrial complexes in some of the world's most difficult terrain; exploded nuclear devices, launched satellites, and produced jets, submarines, tanks, missiles, and other weapons, along with cars, trucks, and large farm equipment; and given sizeable economic aid to other developing countries. Vigorous educational plans undergird China's intent to modernize rapidly by the twenty-first century.

Brief Facts

Largely agricultural, China is 85 percent rural yet has 46 cities with a million or more people each, including Shanghai (over 12 million), among the world's most populous cities. Only eleven percent of China's vast land is arable (growing rice, wheat, cotton and other crops), with food not easily grown nor livestock raised in the remaining mountains, deserts, wasteland, and urban areas. Most Chinese live on the coast or near three life-giving rivers (Yellow, north; Yangtze, central; Pearl, south), which have regularly overflowed or run dry. From the rich silt, by intense cultivation, South China, like Egypt on the Nile, grows several crops a year. Ninety percent of the people live on one sixth of the land, an average of 1,200 persons per square mile.

Most Chinese belong to the homogeneous Han group (94 percent); six percent or 60 million comprise 55 minorities: Mongols, Muslims, Tibetans, Manchus, and others, in sparsely settled border areas near China's fourteen neighbors, including the U.S.S.R., India, and Vietnam. China has had recent border clashes with each. Written Chinese is the same nationwide; the national spoken language is Mandarin. But many dialects are spoken. Chinese living a few hundred miles apart often do not easily understand each other.

China's Past

From 221 B.C. to 1911, dynastic emperors governed China under a "mandate of heaven," comparable to the West's divine right of kings. Time, weak neighbors, and a rich culture made China think of itself as the "middle kingdom," the central empire on earth, self-sufficient and culturally superior. Nearby Koreans, Vietnamese, Japanese, and others came to learn, pay homage, and leave tribute. To this inward sense of superiority was added a hierarchy of obligations within and from extended families to scholar-official civil servants up to the emperor. To obligation were added ethical behavior and legal control, a philosophical blend from Confucius, 551-497 B.C., who stressed the responsibilities of various classes, the superiority of the scholar, and the moral rightness of orderly government; Mencius, 372-289 B.C., who furthered Confucianism; Taoism (Lao-tzu, sixth century B.C.), or "the way," which stressed man's harmony with nature; and Legalism, which stressed social order and control under the emperor.

Confucianism

These beliefs were epitomized by Confucianism, source of China's long stability, also cause of its isolation and delayed modernization. Confucian classics emphasized order and harmony, moral responsibility and mutual obligation up the line of authority to the emperor. In self-interest, China's many rulers perpetuated Confucian respect for authority, obligation, and social order.

Europe Learns from China

When Europe was a chaos of small warring states, China was generally united, peaceful, and rich in literature, philosophy, art, poetry, painting, and pottery. Europe learned from China how to weave silk, use machinery to spin and weave other textiles, use stirrups and harness for horses, make paper, porcelain, and print books. Before Europe, China used crank handles, piston bellows, water wheels, and gunpowder. Thirteenth-century Venetian Marco Polo was impressed by China's order, unity, cleanliness, postal service, and paper money. Son of a trader from Europe's greatest port, he marveled that China's ships were bigger and better made, used magnetic compasses, and had watertight compartments and more efficient sails and rudders. Jesuit Matteo Ricci (1552-1610), who lived in Peking because the emperor valued him as astronomer and mapmaker, attributed China's orderliness to Confucian teachings.

Opium War, 1839-42

The West entered China to convert the heathen and for commercial gain: the Portuguese in 1516 (settled in Macao, 1557), the British in 1637, Russians in 1689, and others in the nineteenth century.

Britain sold its manufactured goods in India, took on opium in India, sold it in China, and with the profits bought Chinese goods to sell in Europe: tea, porcelain, silk, cotton, art objects, jade, brass, and bronze. Alarmed by opium's ill effects, the Chinese government banned and destroyed British opium, provoking the Opium War, 1839-42. The British won and the resulting "unequal" Treaty of Nanking, 1842, began China's hundred years of humiliation. It forced China to cede Hong Kong to Britain, pay indemnities, and open five trade ports to Europeans, who operated under their own laws and languages. A British sign in a Shanghai park showed European dominance: "Dogs and Chinese not allowed."

Again over the sale of opium, the British and French defeated China in the Arrow War (or Second Opium War), 1858-60. The Summer Palace near Peking was looted, burned, and the emperor and his court forced to flee. More concessions were wrested from China.

Taiping Rebellion, 1850-64

Merged with these defeats was the memory of the Taiping Rebellion, 1850-64, an explosive internal groping for modernization which hastened reform. The central figure, Hung Hsiu-ch'uan (1814-64), failed the civil service exams three times, became ill, and in delirium spoke of strange visions based on Christian tracts. He and his converts controlled southern China. Declaring himself Jesus' younger brother and the second son of God, he preached a strange blend of Christian reform, anti-Christianity, and Confucianism. His eventual defeat in 1864 by the Manchus and Confucian gentry led to his alleged suicide.

The Taiping leaders' 14-year near-successful challenge to imperial rule shocked the Chinese, who saw it as a confused groping to modernize by religious, social, and economic reforms. After Taiping, imperial rule seemed hopelessly outdated and unable to bring China into modern times.

Modernization Attempts, 1860s

Forward-looking Chinese wanted to learn Western languages, embrace science and technology, and start modern universities and public schools. Christian mission colleges had Westernized some Chinese youth. The 1858 Tientsin "unequal" treaties that forced open 11 new trade ports required contracts in European languages. China wanted modern armaments to suppress uprisings such as the Taiping Rebellion and to overcome humiliating defeats.

Yung Wing (1828-1914), first Chinese graduate of Yale (B.S., 1854), in 1871 officially organized Chinese students' study in the West. More important were language colleges to train interpreters for business and diplomatic negotiations: T'UNG-WEN KUAN, a government college in Peking, 1862; and similar colleges at Kiangnan Arsenal, Shanghai; an arsenal in Canton; and at Foochow Navy Yard. These colleges taught English, French, Russian, and German; later were added mathematics, astronomy, physiology, and international law. Thus, European trade and armaments China wanted for self-defense forced the learning of Western languages, science, and technology.

Sino-Japanese War, 1894-95

China was further shamed by defeat in the Sino-Japanese War, 1894-95. Japan, once China's vassal nation, had, after 1868, adopted

Western science and technology, armaments, and education. By 1894, Japan, crowded, ambitious for empire, moved to take Korea, long under China's influence. China resisted; lost the Sino-Japanese War of 1894-95; had to give up Korea, Taiwan, and other islands; and pay Japan indemnities. China's shame forced more trade concessions to the West.

Behind China's Weakness

Besides lost foreign wars, resulting indemnities, and wealth Western imperialism extracted, China suffered overpopulation on too little crop land: 65 million people, late fourteenth century; 200 million, eighteenth century; and 450 million, mid-nineteenth century. Droughts during 1877-79 left 15 million dead. China's Confucian orderliness ignored, was traumatized by, and was finally overpowered by Western and Japanese military might.

Some intellectuals argued that China must reform or perish, among them K'ang Yu-wei (1858-1927), Cantonese scholar. He and others encouraged the Hundred Days of Reform, 1898, which was put down by the Manchu Empress Dowager.

The Boxer Rebellion

China's frustration, expressed in the 1900 Boxer Rebellion, encouraged by the old Empress Dowager, involved a secret society hostile to foreigners and to Christian converts. Again defeated by Western troops, China paid more indemnities. Reforms were promised, but too late. The end of the ancient examinations in 1905 ended the long Confucian era. The Empress Dowager died in 1908, succeeded by a child emperor, who abdicated in 1911 when revolutionaries founded a republic.

Sun Yat-sen, 1866-1925

"China is an open dish, fit to be carved up and eaten by foreigners," said Sun Yat-sen, China-born revolutionary, educated in mission schools, a physician in Hong Kong, and agitator among overseas Chinese for reform. In 1905, heading the Chinese Revolutionary Alliance in Japan, he proposed his famous "Three Principles of the People: nationalism, democracy, and people's livelihood." He inspired ten abortive uprisings, hurried back to China when the October 10, 1911, revolt succeeded, became provisional president of the Republic of China, and headed the Kuomintang Party (KMT) in 1912. Conceding the weakness of the revolution, he transferred power to military strongman Yuan Shih-k'ai (1859-1916), who soon tried to found a new dynasty. On Yuan's death Sun Yat-sen returned from refuge in Japan to head the battered Republic. Because only the U.S.S.R. gave foreign aid, he formed an alliance with the small Chinese Communist Party before he died in 1925.

May 4th Movement, 1919

The Chinese Communist party was founded in 1921 in the intellectual aftermath of the May 4th Movement. That movement was provoked by the 1919 Versailles Treaty which gave Japan special rights in China. Japan aided the Allies in World War I, ousted the Germans from Shantung in 1914, and demanded Shantung and Manchuria. The Allied payoff of Chinese territory to Japan for World War I aid roused Chinese nationalism to fever pitch.

On May 4, 1919, thousands of Peking students marched in protest against Japan. The movement spread. Simultaneously the New Culture Movement arose, led by, among others, Hu Shih (1891-1962), who had studied at Cornell and Columbia Universities and was a John Dewey disciple (Dewey lectured in China, 1919-21). Hu, writer and pragmatist, urged language reform. He wanted Chinese literature to be in the vernacular for the masses and not only in classical Chinese for scholars. He and other key New Culture Movement leaders taught at Peking University, then under sympathetic Chancellor Ts'ai Yuan-p'ei (1867-1940).

Chiang Kai-shek, 1887-1975

Chiang Kai-shek, merchant's son, military school graduate, and army officer under Sun Yat-sen, studied military organization in the U.S.S.R. in 1923 and headed Whampoa Military Academy in 1924, training ground for China's future military leaders. Rising in alliance with the Chinese Communists and the KMT's left wing, he became president of the Republic of China in 1928.

Under cover of U.S.S.R. aid, Stalin directed the fledgling Chinese Communist Party to work with the KMT and take over from within. Chiang broke with the Communists in 1927 and fought them in a bitter civil war complicated by Japanese aggression in Manchuria and elsewhere after 1931. In December 1936 the Communists forced Chiang into an unwilling alliance against the Japanese. During the Sino-Japanese War, 1937-45, Chiang, using U.S. arms, fought the Communists and the Japanese, redoubling efforts to oust the Communists after World War II. Both sides were brutal, but the long-harried and frequently retreating Communists deliberately wooed China's peasant farmers. From this base, using captured KMT arms (supplied by the U.S.) and strengthened by KMT deserters who joined them, the Communists forced Chiang to flee to Taiwan.

The Communists faced an awesome task. China had not been united since dynastic rule ended in 1911. Warlord chaos had subverted Sun Yat-sen's republican idealism. Civil war with the Communists and Japanese aggression had frustrated Chiang Kai-shek, permitting only a decade of uncertain nation building, 1927-37. On October 1, 1949, Mao Tse-tung declared the founding of the People's Republic of China. "China," he said, "has stood up."

Mao Tse-tung, 1893-1976

Mao's thought and personality largely shaped Communist China's first quarter century. The rebellious son of a strict father who was better off than most peasants, Mao attended local primary school (age 7-13), where he memorized classics without full understanding. He also secretly devoured romantic novels about heroic rebellions. Quarreling about schooling denied him (his stern father wanted the son's labor), he left home at age 17 to attend Dongshan Primary School in his mother's hometown, then went to Changsha, capital of his native Hunan Province, 1911, where he witnessed the revolution, cut off his pigtail, and joined the revolutionary army. During 1913-18 he attended First Teachers' Training School in Changsha (officially a good secondary school) and in 1918 became an underpaid clerk at Peking University Library, where he read revolutionary books. He joined the few Chinese sympathizers with the Russian revolution who founded the Chinese Communist Party in 1921 and attended its first congress in Shanghai.

His future now linked to the Party, Mao was an adult educator of study circles in Hunan Province, propaganda secretary, journal editor, and increasingly a strategist in the growing civil war after the KMT-Communist split. He emerged as Party leader during the "Long March," 1934-35. Encircled by Chiang Kai-shek's forces, 100,000 Communist men, women, and children broke out of the trap, marched for 370 days through 11 provinces, over some 6,000 miles, fighting the cold and mountainous terrain as well as Chiang's forces. Only 20,000 Communists and their families reached safety in Yenan, Shensi Province, in the north. Later glorified, Long March veterans became the iron core of the Party and the army. Yenan was the seedbed for Communist policies, including school policy.

The battered Communist remnants passed through lands tilled by 200 million peasants. When not fighting, Communist soldiers were under orders to help peasants till the land, harvest crops, and build and repair homes. It was a strategy that worked as peasants, contrasting the less disciplined KMT soldiers, aided the Communists, allowed their sons and daughters to join the Communist army, and noted that more and more KMT soldiers deserted to serve the Communists.

Building Communism, 1950s

Mao's strategy was to politicize the peasants. He trusted their practical sense and distrusted intellectuals. Communism's first task was land reform. An estimated half million landlords were shot or imprisoned during 1946-1951. Farm cooperatives were organized and were widespread by 1954. The Marriage Law of 1950 was a step toward women's economic and political equality.

Foreign firms were taxed out of existence, mission schools nationalized, prostitutes and beggars trained for factory work, and civil servants and business people brought into line with Communist ideals. In 1952 the "three antis" campaigns began against corruption, waste, and bureaucracy; and the "five antis" campaign started against bribery, tax evasion, fraud, theft of state assets, and theft of state economic secrets. In cities, uncooperative elements were harassed; there were some suicides but relatively few executions and imprisonments. With U.S.S.R. aid, industry, mineral exploration, rail and road infrastructure increased in the first Five-Year Plan (1953-58), at the end of which China produced for the first time its own tractors, cars, planes, ships, machine tools, and penicillin.

Hundred Flowers Bloom, 1956

Two development policy lines contended, later contrasted as "red versus expert." Ideologists like Mao, a romantic, wanted to speed up history and move quickly from capitalism to socialism. Others (Liu Shao-ch'i, 1898-1974; Chou En-lai, 1898-1976; Teng Hsiao-p'ing, 1904-) took a traditional planned development view, including educating the brightest as experts. The Mao-inspired "eight antis" had been directed at expert-oriented merchants, industrial managers, teachers, students, writers, artists, and some bureaucrats who had fared better under the old regime and lacked enthusiasm for rapid communization. Mao distrusted intellectuals, many of whom blamed ideologists like him for forced land reform excesses. Khrushchev believed that Mao deliberately provoked the more critical intellectuals to speak out in his May 2, 1956, speech: "Let a hundred flowers bloom, let a hundred schools of thought contend." Critical letters appeared in the press. Student criticism was virulent. Peking University students covered "democracy wall" (outdoor bulletin boards) with large posters of criticism. The amount and vehemence of the criticisms made Mao crack down. "Poisonous weeds," he said, "must be rooted out from the flowers." Ringleaders were executed. The more outspoken were made to clean latrines or do farm work.

Great Leap Forward, 1958-60

Determined to achieve Communism in one bound, Mao initiated the Great Leap Forward. Communes were launched from cooperative farms and agricultural collectives. Men, women, and children marched to fields; lived and ate in communal barracks; used slack time for irrigation, flood control, and dam building; and made iron and steel in backyard furnaces. Under this forced pace of development, some 700 million lives were regimented and transformed.

The unprecedented social engineering failed. Three years of bad harvest, floods, and droughts played havoc with agriculture. The steel industry was wrecked; the economy collapsed. The Great Leap

Forward ended July 23, 1959. Mao said, "I take responsibility." Pragmatic leaders took over from him daily management. He never controlled production again.

Critics called the Great Leap a disaster. In defense, Maoists held that some blast furnaces had worked, that new coal and other mineral deposits had been discovered, that commune and factory schools were built, that work-study began, and that almost overnight peasants became more self-reliant.

Great Leap excesses appalled the U.S.S.R. In 1960 the Russians suddenly withdrew their advisers, blueprints, and aid, a withdrawal hastened when Khrushchev refused to help Mao build an atomic bomb. Behind the U.S.S.R.-China split were also border clashes and deaths and, more subtly, Mao's belief that he should be acknowledged as leading world Communist strategist.

Another Great Leap consequence occurred in Mao's Socialist Education Movement (1962-66): intellectuals and cadres (local leaders) were again sent to the countryside to live with and learn from peasants. Mao assumed that they would become sympathetic to peasant needs and thus gain renewed enthusiasm for socialist transformation (doctrinal "redness"). The Great Leap was prelude to a larger upheaval: the Great Proletarian Cultural Revolution.

Cultural Revolution, 1966-76

Mao had many motives in the Cultural Revolution: errors to put right, angers to redress, and enemies to punish. Disapproving of the way moderates governed, he blamed Liu Shao-ch'i, successor as National People's Congress chairman, and Teng Hsiao-p'ing, Communist Party secretary-general, for incorrectly advancing China's development, relaxing tensions, and allowing intellectuals too much freedom. Placing economic development before Communist ideology was, to Mao, "revisionism" that kept youth from experiencing political fervor and made them forget the revolution. Mao believed in perpetual revolution and in spreading world revolution. He opposed the U.S.S.R.'s detente with the West and its experiment with consumer capitalism and felt China was going the same wrong way. He saw moderate leaders as "capitalist roaders," using profit incentives rather than Communist ideology to motivate people and train experts (who were becoming privileged elites). Old and angry at being pushed aside, Mao vowed to return China to doctrinal "redness."

He was backed by army head Lin Piao, who had compiled Mao's speeches and writings in "The Little Red Book" as the answer to every problem. Mao Tse-tung study groups and thought reform, used by China in the Korean War, 1950-53, became widespread.

Mao and Liu had quarrelled over reasons for the Great Leap's failure. Liu's book, HOW TO BE A GOOD COMMUNIST, sold 15 million copies during 1962-66, equalling sales of Mao's books; but the many-sided Cultural Revolution owed its vehemence less to Mao's grievance as an author than to his intent before he died to reinstate Communist fervor, initiate permanent revolution, and punish and counter the moderate developent "experts" who had forced him aside.

To spearhead the Cultural Revolution, Mao pushed forward his fourth wife, Chiang Ch'ing, a 1930s Shanghai actress who had made enemies in the film world and in the chaotic early Communist period. Aided by her League of Left-Wing Dramatists—failed writers, minor actors, disgruntled film directors who had difficulty getting their works performed—she radicalized the arts. There was precedent for this in the U.S.S.R. In 1946 A.A. Zhadanov had purged Soviet writers and composers for pandering to and not being critical of Western culture.

In June-July 1964 Chiang introduced 37 new operas on revolutionary themes and publicly criticized China's 3,000 professional theatrical companies for perpetuating old themes and heroes (emperors, princes, generals, ministers, scholars, and other "monsters"). In February 1966 Lin Piao named her cultural advisor to the army. Her May 15, 1966, circular quoted Mao's invitation to violence: "Chairman Mao . . . says there is no construction without destruction." On May 18 Lin Piao said publicly, "Seizure of political power depends on gunbarrels and inkwells."

Deliberately orchestrated Red Guard activism began May 29, 1966, when middle school students, aged 12-14, attacked Tsinghua University, Peking. They were soon joined by other students. Red Guard ranks, swelled when schools were deliberately closed, included some of China's 90 million primary school children and many of the ten million secondary school and 600,000 university students. Mao encouraged them at gigantic Red Guard rallies in Peking. Given free rail and truck transportation and army barracks food and housing, they formed competing Red Guard bands, put up large posters, cut off girls' long braided hair, ripped off foreign-style clothes, confiscated foreign goods, closed private shops and independent theaters, ransacked libraries and museums, denounced and burned Confucian and other books, smashed art objects, paraded through streets teachers and professors wearing dunce caps and placards, ransacked foreign embassies and harassed, beat, and killed officials and cadres charged with being "capitalist roaders." Chaos reigned.

It was a xenophobic revolt of illiterates and semi-literates against intellectuals ("spectacle wearers"), a great witch hunt of history, to which the army and local and secret police turned a blind eye. Chiang Ch'ing ruled with an iron hand over theater, film, radio, television, music, art, ballet, and other cultural media, denouncing as decadent and obscene capitalist jazz, rock and roll, striptease, impressionism, abstract art, and everything old or not sufficiently revolutionary. Old scores were settled. Kidnapping, torture, and gang wars were rampant. Teng Hsiao-ping was denounced, arrested, shamed, and made to work as a restaurant waiter. Chou En-lai escaped personal harm but not his colleagues and followers.

In late summer 1967 Mao, alarmed at excesses and concerned about Party interests, toned down the struggle. In autumn 1967 the People's Liberation Army (PLA), China's ten million active reservists, restored order.

It took a decade (1966-76) for the Cultural Revolution to end completely. Reflecting on his last, largest social engineering, Mao wrote: "The present Great Cultural Revolution is only the first . . . the people of the whole country must not think that everything will be all right after one or two great Cultural Revolutions, or even after three or four."

Red Guard leaders were "rusticated" (sent to work in rural communes). They were part of the millions of youths during the Cultural Revolution sent from urban areas where there were few jobs to do farm work, many for long periods. Other educational consequences of the Cultural Revolution included: organizing May 7th

(1966) schools for intellectuals and cadres to work with peasants and to reflect on renewing their own revolutionary fervor; putting half-time work-study students in communes and factories; placing schools under Revolutionary Committees (consisting mainly of non-educator party cadres); shortening and "enriching" secondary and higher school programs; and increasing peasant-worker youth admissions after two or more years' postsecondary work to higher education on the recommendation of supervisors and fellow peasant-workers.

Since Mao, 1976

The Mao era ended in 1976: Chou En-lai died of cancer January 8; Mao died of Parkinson's disease September 9; and on October 6 Chiang Ch'ing was arrested as leader of the "Gang of Four" for Cultural Revolution excesses. Moderate Hua Kuo-feng (1920-) succeeded Mao as party head, 1976-81; pragmatist Teng Hsiao-p'ing has been in full command since 1981. Teng, restored by Chou En-lai in 1973 after surviving several Cultural Revolution purges, began far-reaching changes: a selective market economy, some profit incentives, Western investments and products, advertising, consumer goods, open markets, and resumed private family farm plots. The speed and scope of his development and education plans are intended to achieve modernization for China by the year 2,000.

In Retrospect

Twentieth-century China saw Confucianism decline with the end of the civil service exams, 1905; the end of dynastic rule, 1911; failed KMT nation building efforts, 1927-37; Japan's destructive invasion and war, 1931-45; the new Communist order initiated at Yenan, 1936-46; Communist victory in the civil war, 1949; chaotic social engineering in the Great Leap, 1957-59; and Cultural Revolution destruction, 1966-76. The recent two-policy "red versus expert" conflict is now clearer: Maoists trying to bring China's peasant four-fifths into political life and in the process destroying remnants of the old literate ruling class; and moderate meritocrats trying to use education and technology to industrialize and modernize China. Under Teng's modernization drive in the mid-1980s, observers see real prospects for China's rapid progress.

School Policy

Red vs. Expert: Communist Ideology vs. Meritocracy

Belief that progress comes from the clash of opposite opinion is characteristic of Marxist-Leninism: thesis, antithesis, synthesis. School policy since 1949, reflecting leaders' ideological differences, veered between Maoist "redness" ideology and pragmatic "expertness." Opposing factions have different priorities: Maoists, Communist ideologists, often called experts "poisonous weeds" and "capitalist roaders." Expert meritocrats, also Communists, want the best minds educated for economic development and modernization, and have dominated under Teng Hsiao-p'ing since Mao's death in 1976.

Maoist School Model

The Maoist model put socialist political consciousness before academic skills (being "red" is more important than being "expert") and practical knowledge before theory. Work is as important as study, productive labor is part of the curriculum, and fast learners should help slow learners in the same classrooms and schools. Mao believed that doctrinally motivated people can work miracles of economic development and modernization, eliminate intellectual elitism, break down mental and manual labor differences, and promote equality. They base secondary and higher education admission on political zeal, on worker-peasant-soldier background, and lastly on intellectual ability. Such education policy, Maoists argued, produces perpetual revolutionaries.

Meritocratic School Model

The meritocratic or "expert" school model puts students' academic and technical skills ahead of socialist political consciousness. Theory is stressed over applied knowledge (theory undergirds and improves practice). Meritocrats, wanting to produce educated people to advance the economy, select the brightest for special classes and best schools under able teachers using efficient methods and materials. Meritocrats see value in competitive ability grouping, with the brightest getting more theory, spending less time in work assignments, enrolling in longer full-time school programs, and being admitted selectively to the better supported key secondary schools, special schools, and colleges and universities. Meritocrats choose to spend major resources to educate the fewer best and remaining resources to educate the many average and below average students also needed to help expand the economy. Meritocrats concede that inequality may result; that intellectual, professional, and cadre family children may benefit more than worker-peasant-soldier children. Yet, ability, not ideology or family background, matters most. Any resulting inequality and elitism is not a serious drawback and is a price worth paying if China is to modernize quickly.

School Policy: 1949-53 Consolidation

After 1949, the Communist regime began to move China from its long backwardness and high (80 percent) illiteracy. Agriculture was gradually collectivized, industry was enlarged and expanded, health campaigns were launched, schools were nationalized, and educators were "remolded," particularly those in higher education. Maoist work-study ideas, developed during the Yenan period, were introduced. But pre-1949 meritocratic impetus remained dominant: higher education admitted mainly high school graduates with academic skills shown by entrance examination scores. University students from privileged families predominated because home advantages helped their academic attainment. An attempt was made to increase the number of worker-peasant-soldier background youths after 1951. Special primary school programs were offered to improve their academic skills. Thus, the Maoist model coexisted with the meritocratic model.

U.S.S.R. Influence: 1953-57

Along meritocratic lines, Soviet education advisors upgraded the curriculum, had Russian textbooks translated into Chinese, helped form comprehensive universities and specialized technical and polytechnical institutes, reinforced meritocratic ability grouping (tracking or streaming), and in general relied on "expert" intellectual teachers and administrators. Maoist resistance to Soviet-aided meritocracy was felt in Mao's crackdown on intellectuals after the 1956 Hundred Flowers Movement. Maoists abhorred the fact that only one-third of college students were from worker-peasant-soldier families, protested students' low political zeal, and criticized student objection to manual labor.

Great Leap Forward: 1958-60

Breaking with the Soviet meritocratic model in the Great Leap Forward, Mao attempted rapid agricultural collectivization in communes, massive development of heavy and light industry, "thought reform" of intellectuals and bureaucrats, politicization of education, and egalitarian school expansion in factory and commune-run spare-time schools after work, part-time schools during work periods, and half-work half-study schools built by zealous volunteers.

Amid ideological fervor, intellectuals and cadres believed to have made themselves too comfortable were forced by Maoist peer pressure to spend months in the country to "learn from the masses." Educated youths, mainly urban and unemployed, were resettled for long periods in the countryside. Resisted by the meritocrats, whose influence rose after the Great Leap failed, the Maoist model made some inroads and heralded what was to come in the Cultural Revolution.

Retrenchment: 1960-63

The U.S.S.R.-China split caused Soviet advisors, including educational advisors, to leave abruptly in 1960, taking with them plans, blueprints, and financial aid. Great Leap economic failures were aggravated by floods, droughts, and crop losses. Meritocratic education standards were reasserted, especially in higher education. Many part-time colleges were abandoned, and less time was spent on political education and productive labor. A hierarchy of educational institutions was developed in 1962 at all school levels, key schools were designated as conduits for bright students to become future leaders, scientists, and professionals. At mid-level were general full-time schools to train middle-level technicians, engineers, and teachers—most of them intended for rural work. At the bottom were part-time schools (half-work, half-study) to provide basic education for future peasants and workers and for lower-level technicians and engineers in rural modernization projects. Little publicized elite boarding schools served children of high ranking cadres.

Two-Line Struggle: 1964-66

Maoist influence was reasserted: over 300,000 educated youths were permanently resettled in rural communes, schools re-emphasized politics and productive labor, open-book examinations were tried, and an attempt was made to convert all schools to part-work, part-study. Meritocrats resisted and key schools remained.

The scene was set for the bitterly fought Cultural Revolution between Maoists and meritocrats, a battle fought mainly in the arts, media, and among youths from closed schools. It was a showdown between the Maoist belief that Communist ideology through political education can work miracles in economic development and the meritocratic belief that economic modernization must precede political and social gains.

Cultural Revolution: 1966-76

New school policy was laid down in Mao's "May 7th Directive" (1966): school terms and programs should be shortened, revolutionized, and schools should teach industrial work, farming, and military affairs; all intellectuals, teachers, administrators, cadres, and other leaders should periodically work and think in rural communes to learn from peasants. In June 1966, university entrance exams were abolished and college enrollment postponed for six months. In fall 1966 most schools were closed, most formal education ceased, and students were urged to criticize elitist teachers and administrators. Hastily formed and competing Red Guard units harangued and frightened not only intellectuals, experts, meritocrats, and other "capitalist roaders," but anyone not waving and quoting from Mao's Little Red Book. Chaos reigned as Red Guards rampaged the country.

In June 1967 new university entrance rules required high school graduates to work several years before seeking university admission. They had to be recommended by co-workers and supervisors on the basis of socialist zeal, work record, class background, and lastly intellectual ability. In July 1968 the Workers College at the Shanghai Machine Tools plant became the model for all higher education: factory-connected colleges stressing productive labor and study.

Theory and academic skills became subservient to politics and production. Lower schools remained closed until 1968.

Cultural Revolution excesses subsided in 1970 as higher education institutions began to reopen. Maoist politics remained in command in the higher education "Open Door Policy," by which students worked in nearby factories and communes several months of the school year; and selected workers-peasants-soldiers lectured in their areas of specialization. Full-time education was shortened, key schools eliminated, and school differentiations blurred.

By 1973 meritocratic reforms began to reappear, theory was re-emphasized, university entrance exams (watered down, sometimes oral) were reinstated. Mao's death on September 9, 1976, and the Gang of Four's arrest on October 6 ended the Cultural Revolution. While vestiges of the Maoist-meritocratic struggle linger, modernization has been officially endorsed and assiduously pursued.

School Ladder/Curriculum

Preschool includes nurseries for ages one-and-a-half to three and kindergartens for ages three to six. Then follows a six-three-three school ladder consisting of a six-year primary school for ages seven to 12 (there is a move to lower entry ages from seven to six), three-year junior middle school for ages 12-15 (comparable to U.S. middle school or junior high school), and senior middle school for ages 16-18 (comparable to U.S. senior high school). In practice, depending on local finances, middle school years vary slightly. Higher education averages four years. Graduate education follows. Key middle schools and key universities are designated as centers of excellence to advance bright youth and to expand developing areas. There is also a considerable informal and highly developed part-time work-study adult education system that parallels all school stages.

Preschool

Because most Chinese women work, full-time nursery care is extensive. About half of urban and fewer of rural one-and-a-half to three-year-olds are in nurseries, staffed by nurses and usually attached to commune, factory, or other workplace. These day-care centers are supported by the workplace, subsidized by public funds, and aided by parents who pay for food and a general fee of four to six yuan a month (two yuan = U.S. $1).

Kindergartens for ages three to six are run by communes, factories, or local education bureaus; are usually in residential areas; and are staffed by professionally trained teachers. Activities include singing, dancing, drawing, some number work, and simple study of Chinese characters, although reading begins in the primary school. Cooperative tasks are introduced, such as hanging up towels, folding quilts, sweeping and tidying the school and grounds. Political education is introduced through songs, dances, and recitations.

Primary School, Ages 7-12

Almost 95 percent of those aged seven to 12 attend primary school (pre-1949 attendance was 40 percent urban, five percent rural). First to third grade courses include Chinese language, mathematics, physical education, music, drawing, and painting. A foreign language (English or Japanese) is introduced in the third year. These subjects and political education are continued in the fourth and fifth year, plus general history, geography, natural science, and labor at a nearby farm or factory. The Chinese language, with thousands of characters, requires one-third to half of curriculum time. Work experience, emphasized during the Cultural Revolution for doctrinal reasons and to aid local production, has since been reduced to two weeks during the nine-and-a-half-month primary school year. Raising academic standards, recently emphasized, included (from 1978) key primary schools in each county or district as a step toward excellence; since 1982 key schools have been abandoned at the primary level.

Middle (Secondary) Schools, Ages 12-15, 16-18 (Varies)

In the mid-1970s about 80 percent to 90 percent of urban primary school graduates and 60 percent to 75 percent of rural primary school graduates entered middle (secondary) schools. Smaller percentages in each case complete middle school, especially in rural areas of limited resources where only junior middle schools exist. Much more affected by the Cultural Revolution than were primary schools, middle schools have since 1976 returned to a more academic curriculum. The 14 subjects taken in middle school are: Chinese language, mathematics, foreign languages (English, Japanese, or other), politics, physics, chemistry, biology, history, geography, agriculture, physiology and hygiene, physical education, music, and fine arts.

Junior middle school students do six weeks and senior middle school students nine weeks of manual labor per nine-month school year. The purpose is to gain practical understanding of local agricultural or industrial conditions. During the Cultural Revolution, when middle schools were more closely linked with productive labor, there was little distinction among academic, vocational, technical, and agricultural middle schools. These distinctions have since reappeared, particularly since reinstating in 1978 the intensely competitive higher education entrance examinations. Only ten percent to 15 percent of middle school graduates are offered higher education places. The danger of an examination-oriented curriculum that leaves most school leavers ill-prepared for productive and socially useful work has been recognized.

For this reason, vocational subjects have been introduced into many senior middle schools for the majority (85 percent to 90 percent) not going to higher education. Some ordinary middle schools are being changed into specialized technical, vocational, and agricultural middle schools to train middle-level technicians. There are 347 specialties in eight professions being prepared in specialized middle schools: 242 specialties in engineering, 25 in agriculture, 11 in forestry, 12 in medicine, 34 in finance and economics, one in physical education, 20 in arts, and two in teacher training.

Key middle schools, intended for academic excellence, are better staffed, financed (by the Ministry of Education), and have richer and longer programs. Their graduates are more successful on competitive higher education entrance exams. In rural areas, key schools tend to be in county towns and consequently draw talent away from more remote middle schools, some of which have had to close.

Higher Education

Higher education enrollment, which rose from 117,000 in 1949 to 1,144,000 in 1980, could have increased considerably but for policy shifts since 1949 and Cultural Revolution setbacks. In the 1949-53 consolidation period, the Maoist "red" model coexisted with the pre-1949 meritocratic model. Universities were organized into specialized institutions with technical training emphasized over basic theory. Courses were somewhat shortened and entrance requirements lowered to increase the numbers of cadres and soldiers as students. Consequently, the dropout rate rose among those unable to keep pace.

The U.S.S.R. influence period, 1953-57, shifted toward meritocracy, but proved inefficient in training professionals needed for national development. Mao's 1958-60 Great Leap Forward, which broke with the Soviet meritocratic model, initiated factory and commune-run spare-time "universities" to increase enrollment of less prepared peasants-workers-soldiers and to break the monopoly of university-trained elites. Great Leap failure, economic retrenchment, the 1960 Soviet advisor withdrawal, and the closed universities (1966-71) were setbacks from which higher education still suffers.

Under Teng's modernization drive from 1977 and the restored national college entrance exam from 1978, applicants are generally under age 26, senior middle school graduates (or equivalent) admitted on their overall score plus high score on one of the six parts of the entrance exam: politics, Chinese language and literature, math, a foreign language, physics and chemistry (for science majors), and history and geography (for liberal arts majors). The Ministry of Education allots college places to each province and administers the tests. Provincial education bureaus review test results and candidates' political records before a physical test and college admission.

In 1982 there were 675 very diversified higher education institutions, 96 of them designated key universities and institutes. As in the U.S.S.R., a small number of comprehensive universities offer a broad curriculum in arts, social science, and pure science. A larger number of polytechnical institutes offer a wide range of applied sciences. Most are specialized institutions offering over 800 specialties in engineering, medicine, teacher training, finance, trade, foreign languages, and others. More than 500 of the specialties are in science and engineering, which account for 69 percent of total higher education curriculum.

For the first time since 1949, four-year bachelors' degrees were conferred in spring 1982 by 450 of the 675 institutions of higher education authorized to grant degrees by the Academic Degrees Committee of the State Council. Graduate education, organized since 1978, is still limited to selected university departments authorized to recruit candidates for the M.A. and Ph.D. degrees, the first of which were also conferred in spring 1982. In 1980 there were 22,600 postgraduate students (compared to a total of 16,000 between 1949-66). No fees are charged for higher education (except for some day students and TV university students). Most students receive state stipends covering minimum living expenses. Mature students who have worked for five years before entering universities draw their regular salary while in higher education. Women constitute 24 percent of full-time higher education students, probably because of traditional pressures through family ties and general expectations.

Expansion has been attempted through branch campuses of established universities and institutes, each with separate administrations and funding but able to benefit from teaching resources, libraries, and equipment of parent institutions. Branch campuses are mainly day schools which recruit from the locality and do not provide housing. Enrollment has also been expanded in main universities by enrolling day students who take most of their classes in the afternoon and do not live on campus. The major task of the 96 key institutions of higher education is to raise standards to international levels in their respective fields. They select the most talented students from across the country and receive priority in funding, facilities, and capital construction.

Spare-Time Universities

Organized originally to teach basic literacy and during the Cultural Revolution to aid production, spare-time schools, colleges, and universities have become a fully developed system to raise the cultural and scientific level of workers while on the job. They are extensive, an important supplement to regular schools, and are managed by factories, farms, and other state economic enterprises. In 1980 455,000 people were enrolled in spare-time universities.

Central Radio and Television University (CRTVU)

Educational television, started in 1960 in Peking, Shanghai, and other cities, was suspended in 1966 at the onset of the Cultural Revolution, but graduated 8,000 of the 50,000 who had taken single credit courses. CRTVU was launched February 1979 in Peking and connected with 28 provincial and municipal universities. The central Ministry of Education develops curriculum and distributes printed support material. The Ministry of Broadcasting produces, transmits, and finances programs. In spring 1983, of 600,000 enrolled, 360,366 were full-time students. Full-time and part-time students must have worked for at least two years, are released from work while they study (employers pay most of the cost), and return to their job after graduation, usually at higher pay. An estimated two to six million spare-time students tune in the programs, secure materials from bookstores, and may take tests and receive certificates if they pass. Of CRTVU's first generation who started in 1979, 78,031 graduated in July 1982. A 1983 World Bank loan helped expand CRTVU. The major problem is too few TV sets: six million in a population of one billion.

Symbol of expanding higher education is China Experimental University, first Western-style graduate computer science and engineering university, set to open fall 1986 near Hong Kong. It will initially offer a two-year master's program in engineering, with 250 students, 70 percent from China and 30 percent from Hong Kong, the U.S., Southeast Asia, and Europe. By 1998 seven constituent colleges are planned, including law, medicine, and agriculture. Founding President Shu-park Chan, a China-born University of California (Santa Clara) professor, planned the project in 1980 with Teng Hsiao-p'ing. Said Chan, "It will be the role model in higher education for all of China, combining the best of East and West."

Teacher Education

Standard qualifications for teaching at the three lower school levels are: (1) to teach in kindergarten or primary school, a middle school graduate must complete a three-year secondary teacher training program; (2) to teach in a junior middle school, a senior middle school graduate must complete a two-year teacher training program;

and (3) to teach in senior middle schools, a senior middle school graduate must complete a four-year higher teacher training program.

Teacher education remains a pressing need because of vast enrollment and damage still felt from school closings and attacks on teachers during the Cultural Revolution. Talented youths still show little interest in teaching. One study shows the shortage of qualified teachers in 1979: Only 47 percent of primary school teachers were qualified with secondary school preparation or above; only 10.6 percent of lower middle school teachers had specialized senior middle school education or above; and only 50.8 percent of senior middle school teachers had the required four-year teacher training course or above. In-service teacher education is being stressed, but much more quality and quantity are needed in pre-service teacher education.

Administration and Finance

National school policy is set by the National People's Congress and is carried out by the central Ministry of Education (CMOE), with decentralized educational bureaus at province, municipal, prefecture, county, and district levels. School administration and finance are decentralized with the county exerting most local control. A parallel Communist Party structure acts as a centralizing, inspectoral, and corrective agency. Each commune has had an education officer, but as communes are being dissolved, their educational function is being transferred to county education bureaus.

Higher education control is divided among the CMOE (40 institutions, including 30 key institutions), other central ministries (about 230 institutions), and provincial educational bureaus (over 50 institutions). CMOE, with other agencies, allocates funds for higher education. CMOE and provincial and municipal education bureaus also control some key secondary schools. County and district education bureaus control and largely finance (with state aid) primary and secondary schools: curriculum, exams between school levels, and in-service teacher education. In 1982 education (including culture, science, and health) received 11.55 billion yuan, or ten percent of total state expenditure of 115.331 billion yuan.

Prospects and Problems

The educational emphasis in China's modernization drive is on improved quality at all school levels, on more secondary vocational and technical training, and on expanding and diversifying higher education. Formidable problems remain: latent tension between development-minded leaders and ideologists, a vast and inefficient bureaucracy, and the struggle to modernize ancient ways of life. China seeks more mechanization of farm and industrial production, more efficient manpower training and manpower needs forecasting, more rapid communication, and improved transportation.

This one-fourth of mankind is moving hesitantly from rigidity to less control, from self-reliance to selective free enterprise, from state-guaranteed jobs to a fluctuating market economy, from rationing to a consumer mentality, and from thought control to a global-village outlook.

Said China's best known actor about the tempo of change: "We are trying to compress the Renaissance, the Reformation, and the Industrial Revolution in a single decade." Despite a century of revolution and the changes brought by Communism, yet another transformation awaits China's rural masses: the shock of modernization. Education, vital to material advancement, must somehow also prepare an old, wise, and buffeted people for new things to come.

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See also

Darnay, Brigitte T., ed. DIRECTORY OF SPECIAL LIBRARIES AND INFORMATION CENTERS. 3 vols. Detroit: Gale Research Co., 1985.

THE WORLD OF LEARNING 1984-85. THIRTY-FIFTH EDITION. London: Europa Publications, 1984.

EDUCATION IN THE PEOPLE'S REPUBLIC OF CHINA, PAST AND PRESENT

Chapter 1

ADULT EDUCATION

1. Abe, Munemitsu. "Spare-Time Education in Communist China." CHINA QUARTERLY, 8 (October-December 1961), 149-59.
Spare-time education: elementary-level adult literacy classes, refresher courses for teachers, evening universities, and correspondence schools. It has been important during times of favoring "redness" over "expertness."

2. Berger, Roland. "Liberating Philosophy from the Classroom." CHINA NOW, 62 (June 1976), 16.
Describes workers' study groups that examined Communist theory and also describes spare-time schools that implemented Mao's belief in combining theory with practice, especially among workers, peasants, and soldiers.

3. Cartwright, Morse A. "Adult Education—A World Movement." JOURNAL OF THE AMERICAN ASSOCIATION OF UNIVERSITY WOMEN, 31 (October 1937), 18-26.
Worldwide survey includes China Association for Adult Education (1931), with 37 affiliated groups and an experimental center in Loyang, Honan.

4. Chen, Theodore H.E. "Worker-Peasant Education in China." EASTERN WORLD, 6, 7 (July 1952), 19-20.
Political reasons for worker-peasant schooling, March 1950 opening of People's University in Peking, and short-term middle schools.

5. Chen, Theodore H.E. "Worker-Peasant Education in China (II)." EASTERN WORLD, 6, 8 (August 1952), 31-32.
Describes elementary, literacy, and spare-time education for workers and peasants.

6. Colletta, Nat J. WORKER-PEASANT EDUCATION IN THE PEOPLE'S REPUBLIC OF CHINA: ADULT EDUCATION DURING THE POST-REVOLUTIONARY PERIOD. Washington, DC: World Bank Staff Working Papers No. 527, 1982.
Reviews adult education activities since the late 1920s. Most important functions of adult education have been to provide political socialization, solve practical problems of industry and agriculture, and offer basic education to the masses. Ideological shifts have affected priorities. By 1982 the emphasis was on institutionalizing adult education and improving its quality. Continuing problems are rural-urban inequities and the need for more empirical evaluation.

7. Crook, David. "Brains and Brawn: Narrowing the Gap." CHINA NOW, 66 (November 1976), 14-15.
The History Study Group and the Lu Xun Study Group at a factory near Peking have links with specialists from the Chinese Academy of Sciences and have participated in writing books in their field.

8. Hunter, Carman St. John, and Martha McKee Keehn, eds. ADULT EDUCATION IN CHINA. Freepost, England: Croom Helm, 1985.
Two groups of visiting adult education specialists found that the Chinese have successful programs for training workers to keep pace with technological changes.

9. Kidd, J.R. "Adult Learning Programs in India and China." CANADIAN AND INTERNATIONAL EDUCATION, 8, 2 (1979), 58-82.
Finds contrasts and similarities in Indian and Chinese adult learning. Recommends subjects for joint research by both countries.

10. Kwangsi Provincial Government, Bureau of Education, ed. GENERAL STATE OF SOCIAL EDUCATION IN KWANGSI PROVINCE, 1932. Nanning, Kwangsi: Kwangsi Provincial Government, Bureau of Education, 1934.

Statistical tables on schools, athletic fields, libraries, budgets, and other information on various education facilities.

11. Lucas, Christopher J. "Adult Education in the People's Republic of China." ADULT EDUCATION, 26, 3 (Spring 1976), 143-56.

Adult learning is conducted in an informal decentralized system coordinated with but not run by formal schools. Chief goals are to perpetuate the Communist revolution while teaching literacy and job skills.

12. Ministry of Education, ed. COUNTRY-WIDE STATISTICS ON SOCIAL EDUCATION FOR 1933. Shanghai: Commercial Press, 1936.

Statistics and charts on social education (adult education), vocational training, and public libraries (figures reported by provincial education administrators).

13. Ministry of Education, Social Education Department, ed. GENERAL STATE OF SOCIAL EDUCATION IN THE ENTIRE COUNTRY IN 1929. Nanking: Social Education Department, Ministry of Education, no date.

Thirty-three diagrams and 25 tables.

14. National Labor University. LABOR UNIVERSITY ESSAYS: SECOND ANNIVERSARY CELEBRATION PUBLICATION. Shanghai: National Labor University, 1929.

Kuomintang-sponsored institution which operated 1927-31. Presents views of early professors and guest lecturers.

15. Priestley, K.E. WORKERS OF CHINA. London: Allen and Unwin, 1965.

Describes adult education (i.e., spare-time education) for Chinese workers.

16. "A Rural Cultural Center." CHINA PICTORIAL, 6 (1984), 28.

A cultural center opened in 1981 in Zhaofeng, Shazhou County, Jiangsu Province, offers spare-time adult classes to make up high school courses and to improve technical knowledge in agriculture, veterinary medicine, and hygiene. It also sponsors theatrical and sports events.

17. Schuller, Tom, and Jacquetta Megarry, eds. RECURRENT EDUCATION AND LIFELONG LEARNING. WORLD YEARBOOK OF EDUCATION 1979. New York: Nichols Publishing, 1979. ERIC ED 182 432.
Part three of this four-part survey of lifelong learning has an empirical study of China's adult education system.

18. Sexton, Bonnie. "China's Top Officials Attend Classes as Education Regains Respectability." CHRONICLE OF HIGHER EDUCATION, 21, 4 (September 15, 1980), 21.
To counter bad publicity about their educational attainments, top officials, including Hua Guofeng, have attended special classes on science and technology. With fewer than four percent of the work force college educated, more spare-time colleges and management training courses are opening.

19. Seybolt, Peter J., ed. "T'ao Hsing-chih (1891-1946)." CHINESE EDUCATION, 7, 4 (Winter 1974-75), 1-145.
Essays by famed educator T'ao Hsing-chih, early advocate of mass education. Biographical sketch shows T'ao was Protestant mission educated, a graduate of Nanking University (1914), and a student at the University of Illinois and Teachers College Columbia University (where he was John Dewey's student). T'ao invited Dewey to China (1919-21), translated his lectures, and held various academic posts while urging mass education or fundamental education for all. Chinese Marxist critic Fan K'ai-pen, "A Critique of the 'Life-Education' Theory (1952)," finds fault with T'ao (pages 109-45). Communists have implemented T'ao's mass education ideas but ignored his belief in democratic liberalism.

20. To, Cho-yee. "Adult Education as a Weapon for Social Reconstruction in China." ADULT LEADERSHIP, 23, 4 (May 1975), 329-30.

Overview of adult education in China, emphasizing its goals and forms.

21. "Workers Learning Technology." BEIJING REVIEW, 22, 18 (May 4, 1979), 5-6.

Brief account of factories and mines that train workers for modernization.

22. Xu, Xueju. "Adult Education in Asia and the Pacific: China." BULLETIN OF THE UNESCO REGIONAL OFFICE FOR EDUCATION IN ASIA AND THE PACIFIC, Special Issue (January 1982), 33-36.

Since 1949, over 130 million illiterates have been taught to read and write. Part-time adult graduates include 38.8 million worker-peasants from primary schools; 3,330,000 from middle schools; and 1,210,000 from colleges. Adults enrolled in 1979: over 28,190,000, including 860,000 in adults' colleges, 6,100,000 in adults' middle schools, and 21,230,000 in adults' elementary or literacy schools. Types of adult programs described include the Central Broadcasting and Television University, enrolling 280,000 in 1979 (year opened) and 140,000 in 1980.

23. Yao, Zhang-da. SPARETIME EDUCATION IN SHANYANG PEOPLE'S COMMUNE (PEOPLE'S REPUBLIC OF CHINA). Paris: UNESCO, 1981. ERIC ED 231 940.

Goals of spare-time education in Shanyang People's Commune: increase literacy, teach farming and other job skills, and train leaders.

See also Chapter 33, LITERACY AND ILLITERACY.

Chapter 2

AGRICULTURE EDUCATION

24. "Agricultural Colleges in China." CHINESE ECONOMIC MONTHLY, 1, 8 (May 1924), 5-11.

25. Barendsen, Robert D. "The Agricultural Middle School in Communist China." CHINA UNDER MAO: A SELECTION OF ARTICLES FROM THE CHINA QUARTERLY. Edited by Roderick MacFarquhar. Cambridge, MA: MIT Press, 1966, pp. 304-32.
Origin, reasons for, curriculum standards, and other features of rural, theoretically self-supporting, half-time, work-study junior middle schools (ages 13-16), begun about 1958 and intended to increase enrollments, enhance agricultural production, and serve rural development needs.

26. Buck, J. Lossing. "Missionaries Begin Agricultural Education in China." MILLARD'S REVIEW, 6 (September 14, 1918), 78-79.

27. Chan, Cho. "The Needs and Training of Agricultural Technical Cadres." PARTY AND CADRE EDUCATION. Edited by U.S. Joint Publications Research Service. Washington, DC: U.S. Joint Publications Research Service, January 17, 1963, pp. 7-19.

28. "Changes in Yantai 3: New Scenes, New Problems." CHINA PICTORIAL, 2 (February 1984), 26-27.

Because surpluses can be sold for profit, peasants seek scientific knowledge to increase agricultural yields. Some take classes taught by county agriculturalists. Dajiangjia brigade paid all expenses for two members to study agriculture at Shandong University.

29. "Chaoyang Agricultural College—Fundamental Differences Between the Two Lines in Education." PEKING REVIEW, 19, 10 (March 5, 1976), 6-11.
Praises RENMIN RIBAO article about attacks on the "revisionist" line at Chaoyang Agricultural College in Liaoning Province.

30. Chen, Chunjen C. "Agricultural Education in North China." CHINA WEEKLY REVIEW, 32 (April 4, 1925), 135-38.
Agriculture education at Tsing Hua College, financed by U.S. funds.

31. Chung, Fu Liang. "Agricultural Education and Country Life." EDUCATIONAL REVIEW, 22, 2 (April 1930), 188-93.

32. Hopkins, Carl E., and J.E. Stepanek. "China's AIS—A Point Four Pioneer." FAR EASTERN SURVEY, 18, 14 (July 13, 1949), 157-61.
Post-World War II United Nations program in rural China included extension education to help farmers improve production.

33. Kwong, Julia Chak-sin. "The Chinese Nongovernment Agricultural Work-Study School: A Case of Participatory Democracy." CANADIAN REVIEW OF SOCIOLOGY AND ANTHROPOLOGY, 16, 4 (November 1979), 436-45.
China attempted to involve citizens in educational development during the Great Leap Forward (1958-59), when the work-study school program developed.

34. Nash, Ralph G., and Tien-shi Cheng. "Research and Development of Food Resources in Communist China." BIOSCIENCE, 15, 11 (1965), 703-10.

AGRICULTURE EDUCATION

Good agricultural research, although lacking originality, has increased food resources. Lack of qualified scientists and their multiple duties of teaching, research, and demonstrating research applications have limited progress.

35. "New-Type Rural Schools." PEKING REVIEW, 8, 1 (January 1, 1965), 28.
Brief account of the spread of agricultural secondary schools.

36. "Revolution in Education: An Agricultural College in the Countryside." PEKING REVIEW, 17, 48 (November 29, 1974), 25-27.
Describes a rural teaching base set up in 1971 by the Northwest Agricultural College and its program to advance the revolution.

37. "Revolution in Education: Peasants-College Graduates-Peasants." PEKING REVIEW, 18, 7 (February 14, 1975), 13-15.
Chaoyang Agricultural College, Liaoning Province, opened 1970, links teaching, research, and production. Its students are peasants who will return to the land.

38. Seybolt, Peter J., ed. "The Campaign to Learn from the Ch'ao-Yang Agricultural Institute." CHINESE EDUCATION, 8, 4 (Winter 1975-76), 1-130.
Twelve articles on agricultural education published in Peking's RED FLAG and STUDY AND CRITICISM in 1975 call for using the Ch'ao-Yang Agricultural Institute as a model to continue class struggle (i.e., to use education to exercise mass dictatorship over the bourgeois elite).

39. Tu, Hsing-yun. "Northwest Agricultural College." PEKING REVIEW, 6, 13 (March 29, 1963), 23-24.
How this college helped modernize farms in Shensi and nearby provinces.

40. Yin, Lien-ken. TWENTY-TWO YEARS OF AGRICULTURAL ECONOMICS: A REVIEW OF THE WORK OF THE DEPARTMENT OF AGRICULTURAL ECONOMICS, COLLEGE OF AGRICULTURE AND FORESTRY, UNIVERSITY OF NANKING (1920-42). Nanking: University of Nanking, 1942.

The department grew from 1920, when J. Lossing Buck joined the University of Nanking faculty; moved in December 1937 to Chengtu to escape the Japanese; and by 1942 had trained 159 students in agricultural economics. Important research included the three-volume LAND UTILIZATION IN CHINA, directed by Buck. Extension emphasis was on forming rural cooperatives.

Chapter 3

ANTHROPOLOGY AND ETHNOLOGY

41. Cheboksarov, N.N. "OSNOVNYE ETAPY RAZVITIIA ETNOGRAFII V KITAE" (Basic Stages in the Development of Ethnography in China). SOVETSKAIA ETNOGRAFIIA, 6 (1959), 123-49. In Russian.

42. Hsü, Francis L.K. "Anthropological Sciences." SCIENCES IN COMMUNIST CHINA. Edited by Sidney Henry Gould. Washington, DC: American Association for the Advancement of Science, 1961, pp. 129-57.
Contends that Communist China allows no anthropology or any other science to exist for its own sake. Rather, each academic field, especially in the social sciences, must serve political ends. Also argues that social sciences in the U.S. are hampered by ideology.

43. Huang, Wen-shan, and Lien-kwei Ho. "Recent Developments and Trends in Ethnological Studies in China." MEN AND CULTURES: SELECTED PAPERS OF THE FIFTH INTERNATIONAL CONGRESS OF ANTHROPOLOGICAL AND ETHNOLOGICAL SCIENCES, PHILADELPHIA, SEPTEMBER 1-9, 1956. Edited by Anthony F. C. Wallace et al. Philadelphia: University of Pennsylvania Press, 1960, pp. 54-58.
Interest in ethnological studies grew in China after the turn of the century. Anthropology and ethnology first entered the curriculum after 1911, grew during the New Culture Movement, 1917-30, and until World War II interrupted scholarly activity. In 1949 leading ethnologists moved to Taiwan.

44. Li, Youyi. "Retrospects and Prospects of Ethnology in China." AUSTRALIAN JOURNAL OF CHINESE AFFAIRS, 5 (1981), 117-35.
Nationalities research in China since 1976.

45. U, Zhu-kan. "ANTROPOLOGIIA V KITAE" (Anthropology in China). SOVETSKAIA ANTROPOLOGIIA, 3, 1 (1959), 107-12. In Russian.

See also Chapter 41, MINORITIES' EDUCATION.

Chapter 4

ARCHAEOLOGY

46. Chang, K.C. "Archaeology and Chinese Historiography." WORLD ARCHAEOLOGY, 13, 2 (1981), 156-69.
Reviews Chinese archaeology in the 1980s as influenced by China's traditional antiquarianism, Western field archaeology, and Communist ideology.

47. Chang, K.C. "Chinese Archaeology Since 1949." JOURNAL OF ASIAN STUDIES, 36, 4 (1977), 623-46.
Relates major findings in recent Chinese archaeology to the following archaeological issues: chronology, cultural origins and culture as adaptation, the question of "Chineseness," settlement patterns, history of science and technology, art styles and society. Considers the role of archaeology in serving objectives of present society.

48. Cheng, Te-k'un. "Archaeology in Communist China." HISTORY IN COMMUNIST CHINA. Edited by Albert Feuerwerker. Cambridge, MA: MIT Press, 1968, pp. 45-55.
The Communist government after 1949 aided archaeology through the Chinese Academy of Sciences, Institute of Archaeology. Peking University trained archaeologists, expanding the program to five years.

49. Goodrich, Luther Carrington. "Archaeology in China: The First Decades." JOURNAL OF ASIAN STUDIES, 17, 1 (November 1957), 5-15.
Comments on the work of Chinese archaeology and foreign archaeologists in China.

Chapter 5

BIBLIOGRAPHIES AND INDEXES

50. Abe, Hiroshi. "TŌHŌ ZASSHI NI MIRARERU SHIMMATSU KYŌIKUSHI SHIRYŌ NI TSUITE" (On Materials in the TUNG-FANG TSA-CHIH on the History of Education in the Late Ch'ing). REKISHI HYŌRON, 137 (January 1962), 23-33; 138 (February 1962), 23-33. In Japanese.

Lists 255 education articles, published from 1904 to 1911, about the end of the examination system, new school system, study abroad, curriculum, and anti-school riots.

51. Academia Sinica. LIST OF ACADEMIA SINICA PUBLICATIONS. Nanking: Academia Sinica, 1935.

Lists publications of its research institutes in fields of physics, chemistry, engineering, geology, astronomy, meteorology, history and philology, social sciences, psychology, zoology and botany and all articles in their bulletins and journals.

52. Academia Sinica. National Research Council. SCIENCE BIBLIOGRAPHY OF CHINA. 9 vols. Nanking: Academia Sinica, 1936.

Includes separate lists of contributions by Chinese scientists in 1935 in psychology, physiology, geography, geology, zoology, botany, astronomy and meteorology, philology, archaeology, ethnology, and social sciences.

53. Akhtar, Shahid. HEALTH CARE IN THE PEOPLE'S REPUBLIC OF CHINA: A BIBLIOGRAPHY WITH ABSTRACTS.

Ottawa, Canada: International Research Centre, 1975.
Includes 72 annotated books, reports, and journal entries on medical education and training and five annotated entries on visitor reports.

54. Altbach, Philip G. et al. INTERNATIONAL BIBLIOGRAPHY OF COMPARATIVE EDUCATION. New York: Praeger, 1981.
Unannotated bibliographic entries on Chinese education: 34 books and 46 articles.

55. Barendsen, Robert D., ed. EDUCATION IN THE PEOPLE'S REPUBLIC OF CHINA: A SELECTIVE ANNOTATED BIBLIOGRAPHY OF MATERIALS PUBLISHED IN THE ENGLISH LANGUAGE, 1971-1976. Washington, DC: Government Printing Office, 1981.
Annotated bibliography of 198 books, pamphlets, reports, and periodical articles on Chinese education. Most entries are based on observations by foreign visitors, mainly Americans.

56. Berton, Peter A., ed. MANCHURIA: AN ANNOTATED BIBLIOGRAPHY. Washington, DC: Government Printing Office, 1951.
Of the 837 partially annotated entries in this Library of Congress bibliography, 35 are on education or culture. Entries are in Japanese, Chinese, English, Russian, and French.

57. Berton, Peter A., and Eugene Wu. CONTEMPORARY CHINA: A RESEARCH GUIDE. Edited by Howard Koch, Jr. Stanford, CA: Hoover Institution, Stanford University, 1967.
Education items among the 2,226 annotated entries include four bibliographies, eight directories, ten youth organizations, nine education and culture, one dissertations and theses bibliography, and 15 dissertations and theses. Prepared for Joint Committee on Contemporary China (American Council of Learned Societies and Social Science Research Council).

58. "Bibliography of Asian Studies, 1959." JOURNAL OF ASIAN STUDIES, 19, 5 (September 1960), 523-71.

China section of this annual bibliography includes entries on education, science, and technology.

59. Blaug, Mark. ECONOMICS OF EDUCATION: A SELECTED ANNOTATED BIBLIOGRAPHY. 2nd ed. Oxford, England: Pergamon, 1970.
Five of the 1,358 annotated entries are on Chinese education.

60. Bristow, Thelma, and Brian Holmes. COMPARATIVE EDUCATION THROUGH THE LITERATURE: A BIBLIOGRAPHIC GUIDE. London: Archon Books, 1968.
Eleven entries, most in journals, on Chinese education.

61. Chan, Wing-tsit. AN OUTLINE AND AN ANNOTATED BIBLIOGRAPHY OF CHINESE PHILOSOPHY. New Haven, CT: Far Eastern Publications, 1959.
Sources about the traditional system of higher learning and examinations.

62. Chang, Chun-shu. PRE-MODERN CHINA: A BIBLIOGRAPHICAL INTRODUCTION. Ann Arbor: University of Michigan, Papers in Chinese Studies No. 11, 1971.
Mainly unannotated bibliography of Western language works on science, technology, thought, and scholarship.

63. Chicago, University of. Far Eastern Library. THE UNIVERSITY OF CHICAGO DOCTORAL DISSERTATIONS AND MASTERS' THESES ON ASIA, 1894-1962. Chicago: University of Chicago, 1962.
Of the 630 doctoral dissertations and masters' theses listed, 247 are on China, and include education; most are on the pre-1949 period.

64. China. Northeast People's Government, Department of Education, Reference Materials Section. EDUCATION INDEX, MAY-AUGUST, 1951. Mukden: Tung-pei chiao-yu she, 1951.
Index to articles on education in Communist China which

appeared in 15 daily newpapers and 51 periodicals, May-August 1951, showing early Communist educational policy.

65. China, People's Republic of, State Council, Committee on Culture and Education. REFERENCE MATERIALS ON CULTURE AND EDUCATION. 10 vols. Peking: State Council, Committee on Culture and Education, January 1950-February 1951.

Collection of articles from Russian and Chinese publications. Volume 10 (February 1951) is a special issue on China's cultural and educational work in 1950.

66. Chizech, S.P. "A Selective Bibliography on Social Welfare in the People's Republic of China." INTERNATIONAL SOCIAL WORK, 21, 2 (1978), 33-51.

Bibliography of materials in English on China includes education, children, family, social problems, crime, law, and social control.

67. Chuang, Tse-hsuan. YING HAN TUI CHAO CHIAO YÜ HSUEH HSIAO TZU TIEN. (ANGLO-CHINESE DICTIONARY OF EDUCATIONAL TERMS). Shanghai: CHUNG-HUA SHU-CHÜ, 1938.

About 3,600 entries of Western educational terms listed alphabetically, with Chinese equivalents.

68. Chyne, Wen-ya, ed. HANDBOOK OF CULTURAL INSTITUTIONS IN CHINA. Shanghai: Chinese Committee on Intellectual Cooperation, 1936.

Lists 500 cultural institutions arranged alphabetically by name of the institution, with emphasis on research organizations.

69. Columbia University Libraries. East Asiatic Library. COLUMBIA UNIVERSITY MASTERS' ESSAYS AND DOCTORAL DISSERTATIONS ON ASIA, 1875-1956. New York: Columbia University, 1957.

Graduate works on Asia, arranged by subject within area and by author within subject, including 542 on China, many on education. Has subject and author index.

70. Dean, Genevieve C. SCIENCE AND TECHNOLOGY IN THE DEVELOPMENT OF MODERN CHINA: AN ANNOTATED BIBLIOGRAPHY. London: Mansell Information/Publishing, 1974.

Annotated entries (944) divided into Technology and Economic Growth, Technology Policy, Science Policy, Scientific Activities, Technology in China. Appendices: Modern Science and Technology in China before 1949, Traditional Chinese Science and Technology, and author indexes.

71. Dedijer, Stevan, and A. Rahman. RESEARCH POTENTIAL AND SCIENCE POLICY OF THE PEOPLE'S REPUBLIC OF CHINA. A BIBLIOGRAPHY. New Delhi: Research Policy Library, Lund (Sweden) and Research Survey and Planning Organization, New Delhi, 1966.

Organized into 20 sections including General Works, National Research Policy, Foreign Research Policy, Educational and University Research Policy, Major Research Organizations, Research Policy in Agriculture, Natural and Physical Sciences, Technology, Social Sciences, Economic Geography, and Stimulation of Inventiveness.

72. Dunn, Robert, ed. CHINESE-ENGLISH AND ENGLISH-CHINESE DICTIONARIES IN THE LIBRARY OF CONGRESS: AN ANNOTATED BIBLIOGRAPHY. Washington, DC: Library of Congress, 1977.

Of the 569 entries, four describe educational-pedagogical words or terms, one describes education and psychology words and terms, and one describes physical education words and terms. English and Chinese author and title indexes.

73. "Education." AMERICANS IN CHINA, 1971-1980: A GUIDE TO THE UNIVERSITY OF MICHIGAN NATIONAL ARCHIVE ON SINO-AMERICAN RELATIONS. Ann Arbor: Center for Chinese Studies, University of Michigan, 1981, pp. 70-82.

Unannotated list of published and unpublished reports and articles of U.S. and other national visitors to China, with their observations on acupuncture, technology, medical education, early childhood, and other education-related topics.

74. Eells, Walter Crosby. AMERICAN DISSERTATIONS ON FOREIGN EDUCATION. Washington, DC: Committee on International Relations, National Education Association, 1959.

Bibliographic data of 460 published and unpublished doctoral dissertations and masters' theses on all aspects of Chinese education accepted at U.S. institutions of higher learning.

75. Fairbank, John King, and Kwang-ching Liu. MODERN CHINA: A BIBLIOGRAPHICAL GUIDE TO CHINESE WORKS 1898-1937. Harvard-Yenching Institute Studies. Vol. I. Cambridge, MA: Harvard University Press, 1950.

Annotated books and periodicals from the Chinese-Japanese collection. Contains 13 works on Chinese cultural and intellectual life, a few on women's education, 25 on general education, seven on government education administration, and several on intellectual movements.

76. Fairbank, John King, and Masataka Banno. JAPANESE STUDIES OF MODERN CHINA: A BIBLIOGRAPHICAL GUIDE TO HISTORICAL AND SOCIAL-SCIENCE RESEARCH ON THE 19TH AND 20TH CENTURIES. Rutland, VT: Charles E. Tuttle Co., 1955.

Some 25 of the over 1,000 annotated Japanese books and articles are on aspects of Chinese education, with others on missionary activities in China, individual Chinese scholars, and Chinese-Japanese cultural relations.

77. Feuerwerker, Albert, and Sally Cheng. CHINESE COMMUNIST STUDIES OF MODERN CHINESE HISTORY. Cambridge, MA: Harvard University, East Asian Research Center, 1961.

Annotated bibliography of 500 of the most important books published in the People's Republic of China, 1949-59, on mainly modern Chinese history (nineteenth and twentieth centuries). Since 1949, the Communists have controlled historical writing and all other intellectual activity. Many historians were committed to Communism before 1949. Historical research since then has been conducted by the Institute of Historical Research of the Chinese Academy of Sciences, by several universities, and other ad hoc groups as well as the Communist

Party. By the late 1950s the quality of historical studies was adversely affected by anti-intellectual trends of the Great Leap Forward. Arrangement is in six parts: general works, Ming and Ch'ing dynasties, Republic (including May 4th Movement), economic history, intellectual history (including language reform, science, and technology), and reference works.

78. Fincher, John. "Mao's China: Old Images and New Reflections—Thirteen Books on China, Her Policies and Politics, in Review." CURRENT SCENE, 5 (March 31, 1967), 1-12.
Critical reviews of 15 books reflecting shakeup of monolithic Chinese Communism by the Cultural Revolution.

79. Franke, Wolfgang. AN INTRODUCTION TO THE SOURCES OF MING HISTORY. London: Oxford University Press, 1968.
Has 12 briefly annotated Chinese-language entries on examinations and schools during the Ming dynasty (1368-1644). Revision of PRELIMINARY NOTES ON THE IMPORTANT CHINESE LITERARY SOURCES FOR THE HISTORY OF THE MING DYNASTY..., 1948.

80. Fraser, Stewart E., ed. CHINESE COMMUNIST EDUCATION: RECORDS OF THE FIRST DECADE. Nashville, TN: Vanderbilt University Press, 1965.
Introduction stresses the political nature of China's educational policies 1950-60; documents (three of them pre-1949), mainly on higher education; and extensive bibliography of English-language works, including unpublished doctoral dissertations on educational and related historical matters.

81. Fraser, Stewart E., and Kuang-liang Hsu. CHINA: THE CULTURAL REVOLUTION: ITS AFTERMATH AND EFFECTS ON EDUCATION AND SOCIETY: A SELECT AND PARTIALLY ANNOTATED BIBLIOGRAPHY. EDUCATION LIBRARY BULLETIN. SUPPLEMENT SIXTEEN. London: University of London, Institute of Education Library, 1972.

Books, monographs, articles, and unpublished materials on the effect of the Cultural Revolution on education and society, 1966-71. Many of the entries also appear in Hsu, Kuang-liang, entry 93.

82. Fraser, Stewart E., and Kuang-liang Hsu. CHINESE EDUCATION AND SOCIETY: A BIBLIOGRAPHIC GUIDE. White Plains, NY: International Arts and Sciences Press, 1972.
A bibliographic guide to all aspects of Chinese education: primary, secondary, teacher training, higher, agricultural, the Cultural Revolution impact, and Mao's educational thought. Also lists general reference works about China and many writings on the Cultural Revolution. Many of the entries appear in Hsu, Kuang-liang, entry 93.

83. Fraser, Stewart E., and Kuang-liang Hsu, eds. "Chinese Education and Society: A Bibliographic Guide." CHINESE EDUCATION, 5, 3-4 (Fall-Winter 1972-73), entire issue.
Annotated bibliography on Chinese education during the Cultural Revolution (1966-72) lists primary Chinese sources as well as materials from other Asian countries, the U.S., and Europe. Many of the entries appear in Hsu, Kuang-liang, entry 93.

84. Geier, Claire. ANNOTATED BIBLIOGRAPHY ON SCIENCE AND TECHNOLOGY IN CHINA, BACKGROUND STUDY NO. 1, U.S. CONGRESS. HOUSE SUBCOMMITTEE ON DOMESTIC AND INTERNATIONAL SCIENTIFIC PLANNING AND ANALYSIS. Washington, DC: Government Printing Office, 1976.
Sections on science policy, technology, science organizations and institutes, education and manpower, and scholarly exchange.

85. Goodpasture, H. McKennie. "Unpublished Research." JOURNAL OF PRESBYTERIAN HISTORY, 50, 1 (1972), 54-56.
Unpublished collection of primary sources on Presbyterian mission work in China, 1838-1930, including schools.

86. Gordon, Leonard H.D., and Frank Joseph Shulman, eds. DOCTORAL DISSERTATIONS ON CHINA: A BIBLIOGRAPHY OF STUDIES IN WESTERN LANGUAGES, 1945-1970. Seattle: For the Association for Asian Studies by University of Washington Press, 1972.

Includes 2,217 doctoral dissertations (on China, Taiwan, Hong Kong) submitted to universities in the U.S., U.S.S.R., France, Germany, Britain, and 12 other countries, 1945-70. Entries include author, title, university, year, pagination, and, where available, DISSERTATION ABSTRACTS identification and University Microfilm order number. Has author, institutional, and detailed subject indexes, with many education and allied entries. See also Shulman, entry 125.

87. Gregory, Peter B., and Noele Krenkel, eds. CHINA: EDUCATION SINCE THE CULTURAL REVOLUTION. A SELECTED, PARTIALLY ANNOTATED BIBLIOGRAPHY OF ENGLISH TRANSLATIONS. San Francisco: Evaluation and Research Analysts, 1972. ERIC ED 064 463.

Selected, partially annotated bibliography of materials on Chinese education includes translated books, pamphlets, papers, and journals.

88. Hart, Donn V., ed. AN ANNOTATED BIBLIOGRAPHY OF THESES AND DISSERTATIONS ON ASIA ACCEPTED AT SYRACUSE UNIVERSITY, 1907-1963. Syracuse, NY: Syracuse University Library, 1964.

Of the 161 annotated masters' theses and doctoral dissertations, 50 are on China and some of these are on education.

89. Herbert, P.A., and T. Chiang. CHINESE STUDIES RESEARCH METHODOLOGY. Bibliography Series, No. 2. San Francisco: Chinese Materials Center, 1982.

Prepared by two Murdoch University, Western Australia, faculty members for honors student papers. Part 1: short historical survey of Chinese studies in China and in other countries. Part 3: reference works, 60 bibliographies, catalog holdings of libraries in several countries, yearbooks, indexes, histories, biographical sources, and other works.

90. Herndon, Myrtis E., ed. COMPARATIVE PHYSICAL EDUCATION AND INTERNATIONAL SPORT: I and II: A BIBLIOGRAPHIC GUIDE. Washington, DC: International Relations Council, General Division, American Association for Health, Physical Education and Recreation, 1972.

Unannotated bibliography of books and articles, many on Chinese physical culture, physical education, cultural calisthenics, dance, theatre, various sports, and on other apsects of education.

91. Hsü, Francis L.K. "Sociological Research in China." QUARTERLY BULLETIN OF CHINESE BIBLIOGRAPHY, 4, 1-4 (March-December 1944), 12-26.

Brief history of sociological studies in China; French, German, English influences; leading scholars and their university departments; disruption by Sino-Japanese War (1937-45); and bibliography of Chinese sociological research since 1921.

92. Hsü, I-t'ang. "Ethnological Research in China." QUARTERLY BULLETIN OF CHINESE BIBLIOGRAPHY, 4, 1-4 (March-December 1944), 27-33.

First Chinese ethnology book, 1903; developed by Pres. Ts'ai Yüan-p'ei of Academia Sinica, 1928-40; much work done around Yunnan, Southwest China.

93. Hsu, Kuang-liang. "Chinese Communist Education: The Cultural Revolution and Aftermath." Ph.D. Dissertation. George Peabody College for Teachers, 1972.

Education before, especially during, and after the Cultural Revolution. Useful 159-page annotated bibliography.

94. Hsüeh, Chün-tu. THE CHINESE COMMUNIST MOVEMENT 1937-1949: AN ANNOTATED BIBLIOGRAPHY OF SELECTED MATERIALS IN THE CHINESE COLLECTION OF THE HOOVER INSTITUTION ON WAR, REVOLUTION, AND PEACE. Stanford, CA: Hoover Institution, 1962.

Of 863 annotated works, about 50 deal with education, vocational education, youth, and student demonstrations.

95. Hucker, Charles O. CHINA: A CRITICAL BIBLIOGRAPHY. Tucson: University of Arizona Press, 1962.

Of 2,285 briefly annotated book and journal entries, six are on education, with others on civil service examinations, brainwashing, and science and technology.

96. INDEX TO MATERIALS CONCERNING CHINA IN THE UNESCO PUBLICATIONS HELD AT THE NATIONAL CENTRAL LIBRARY. Taipei: National Central Library, 1970.

97. John E. Fogarty International Center for Advanced Study in the Health Sciences, Bethesda, MD. BIBLIOGRAPHY OF CHINESE SOURCES ON MEDICINE AND PUBLIC HEALTH IN THE PEOPLE'S REPUBLIC OF CHINA: 1960-1970. DHEW Publication No. (NIH) 73-439. Washington, DC: Department of Health, Education and Welfare, 1973.

Bibliography of translations of Chinese medical articles, pamphlets, monographs, and books published 1960-70 available at the Library of Congress on health manpower training and other health-related topics.

98. Kamachi, Noriko et al. JAPANESE STUDIES OF MODERN CHINA SINCE 1953: A BIBLIOGRAPHICAL GUIDE TO HISTORICAL AND SOCIAL SCIENCE RESEARCH ON THE NINETEENTH AND TWENTIETH CENTURIES; SUPPLEMENTARY VOLUME FOR 1953-1969. Cambridge, MA: East Asian Research Center, Harvard University, 1975.

Supplements Fairbank and Banno (entry 76) with annotated Japanese books and articles on China to 1969; besides some 30 entries on education, contains others on Chinese-Japanese cultural relations, missionary work in China, and Chinese scholars and intellectuals.

99. Kumar, B.K. "Indian Perspectives in Modern China: A Selected Bibliography." CHINA REPORT, 10, 5-6 (1974), 152-95.

Education is a topic in this survey of Indian literature on China, 1911-74.

100. Lee, Amy C., and D.C. Dju Chang. A BIBLIOGRAPHY OF TRANSLATIONS FROM MAINLAND CHINESE PERIODICALS IN CHEMISTRY, GENERAL SCIENCE, AND TECHNOLOGY PUBLISHED BY THE U.S. JOINT PUBLICATIONS RESEARCH SERVICE, 1957-1966. Washington, DC: National Academy of Sciences, 1968.
In five sections: technical and semi-technical journals, each specialized; multidisciplinary journals and popular magazines; periodicals in the social sciences; newspaper articles; and books and proceedings.

101. Li, Yu-ning. "A Selected Bibliography of Humanities and Social Science Publications in China Since 1969." CHINESE STUDIES IN HISTORY, 7, 1-2 (1973-74), 3-147.
Selected bibliography of Chinese publications since 1969 in the humanities and social sciences.

102. Liao, T.R., ed. SCIENCE IN CHINA. Washington, DC: Science and Technology Division, Library of Congress, TB 75-7, 1975.
Selected annotated bibliography of materials in English on recent and historical developments in Chinese science and technology.

103. Liu, Chun-jo. CONTROVERSIES IN MODERN CHINESE INTELLECTUAL HISTORY: AN ANALYTIC BIBLIOGRAPHY OF PERIODICAL ARTICLES, MAINLY OF THE MAY FOURTH AND POST-MAY FOURTH ERA. Cambridge, MA: Harvard University Press, 1964.
Some 20 annotated journal articles on education, culture, ideology, national culture movement (1920-37), intellectuals, and Western philosophy (John Dewey, William James, others).

104. Lu, Shao-yu. A COLLECTION OF BIBLIOGRAPHIES ON EDUCATION. Wuchang, China: Book Library School, 1933.

105. Ma, Wei-yi. A BIBLIOGRAPHY OF CHINESE-LANGUAGE MATERIALS ON THE PEOPLE'S COMMUNES. Michigan Papers in Chinese Studies, No. 44. Ann Arbor: Center for

Chinese Studies, University of Michigan, 1982.
Topics: education, culture, Communist ideology, cadres, women, the family, and welfare. Bibliography of 2,816 articles published in 137 Chinese journals and newspapers in the Asia Library of the University of Michigan.

106. Nathan, Andrew J. MODERN CHINA, 1840-1972; AN INTRODUCTION TO SOURCES AND RESEARCH AIDS. Ann Arbor: University of Michigan, Center for Chinese Studies No. 14, 1973.
Besides Chinese newspaper and periodical indexes on education in U.S. depositories, lists how to approach Red Guard publications and other educational and intellectual topics.

107. National Bureau of Compilation and Translation, ed. TERMS ON THE SCIENCE OF EDUCATION PROMULGATED BY THE MINISTRY OF EDUCATION. Nanking: 1947.
Glossary of translated terms used in educational studies.

108. National Educational Materials Center, Taipei. CATALOG OF CHINESE BOOKS AT THE NATIONAL EDUCATIONAL MATERIALS CENTER. Taipei: 1966.

109. National Video Clearinghouse, ed. THE VIDEO SOURCE BOOK. 6th ed. Detroit: Gale, 1984.
Of the 118 films and videocassettes on China listed with rental and purchase information, five on education include: "A Brief Visit to the Hsin Hua School in Peking," "China: Education for a New Society," "China: Hundred Schools in One," "Education," and "Science and Technology."

110. Nitsch, Wolfgang, and Walter Weller. SOCIAL SCIENCE RESEARCH ON HIGHER EDUCATION AND UNIVERSITIES. 3 vols. The Hague, The Netherlands: Mouton & Co., 1970, 1973.
Part I: TREND REPORT, 1973, has two-page commentary on the higher education annotated bibliographic entries in Republic of China (to 1948) in Parts II and III. Part II: ANNOTATED BIBLIOGRAPHY, 1970, contains bibliographical

data, with annotations on 43 entries on Chinese higher education.

111. Oates, Vincent, ed. "Contents of RENIM JIAOYU, 1950-58 (POPULAR EDUCATION)." CHINESE EDUCATION, 11, 2-3 (Summer-Fall 1978), 1-225.
Author who did doctoral research on Chinese education covering 1949-58 presents author and title index to POPULAR EDUCATION for the years 1950-58. Listed are European and U.S. libraries and their holdings of this most important of China's educational journals. Titles listed indicate comprehensive and important topics, including schooling at all levels, U.S.S.R. influence, language reform, adult education, literacy, and worker-peasant education.

112. Oksenberg, Michel, and Gail E. Henderson. RESEARCH GUIDE TO PEOPLE'S DAILY EDITORIALS, 1949-1975. Ann Arbor: Center for Chinese Studies, University of Michigan, 1982.
Contains index of education, culture, and health editorials, 1949-75, to China's most popular and important daily newspaper, with eight million circulation in 1980.

113. Oriental Library, ed. A BIBLIOGRAPHY OF JAPANESE WORKS ON CHINESE CULTURE, EDUCATION AND CHRISTIANITY. Tokyo: Oriental Library, 1955.
Mimeographed, unannotated list of Japanese studies on the history of education and Christianity in China. Includes traditional and modern educational thought, policies, systems, institutions, curricula, textbooks, adult education, and the student movement.

114. P'an, Ta-k'uei et al., eds. EDUCATIONAL INDEX TO PERIODICAL LITERATURE. Peking: Tsing Hua University, 1924.
Index to about 4,000 articles, 1912-23, with lists of periodicals indexed and published monographs.

115. Parker, Franklin, and Betty June Parker, eds. CHINA: AMERICAN DISSERTATIONS ON FOREIGN EDUCATION;

A BIBLIOGRAPHY WITH ABSTRACTS. Vol. VI, Parts 1 and 2. Troy, NY: Whitson Publishing Co., 1975.

Contains bibliographic data with abstracts of 339 dissertations completed at U.S. and Canadian universities about education in China, Taiwan, and Hong Kong. Subject index and ordering information.

116. Parker, Franklin, and Betty June Parker, eds. WOMEN'S EDUCATION--A WORLD VIEW: ANNOTATED BIBLIOGRAPHY OF DOCTORAL DISSERTATIONS. Westport, CT: Greenwood, 1979.

Annotated bibliography of 11 U.S. and Canadian doctoral dissertations on women's and girls' education in China, with ordering information.

117. Parker, Franklin, and Betty June Parker, eds. WOMEN'S EDUCATION--A WORLD VIEW: ANNOTATED BIBLIOGRAPHY OF BOOKS AND REPORTS. Vol. 2. Westport, CT: Greenwood, 1981.

Bibliographic entries with annotations of 29 books about women's education in China.

118. Paulston, Rolland G., ed. NON-FORMAL EDUCATION: AN ANNOTATED INTERNATIONAL BIBLIOGRAPHY. New York: Praeger, 1972.

Five annotated entries on Chinese education.

119. PEDAGOGY TERMINOLOGY. Shanghai: Chen-chung shu-chu, 1947.

English-Chinese glossary of 2,094 commonly used Western-oriented education terms, plus related terms in sociology, psychology, and philosophy.

120. PHYSICAL EDUCATION TERMINOLOGY. Taipei: Shang wu yin shu kuan, 1953.

Over 1,700 English-Chinese and Chinese-English terms in 21 categories: general physical education, gymnastics, games, rhythmic activity, track and field, agility exercises, ball games, soccer, badminton, hockey, volleyball, baseball, tennis, basketball, rugby, handball, aquatic sports, skating, skiing, wrestling, boxing, corrective gymnastics and massage, cycling, shooting, weight-lifting, and equestrian sports.

121. Reynolds, Michael M. A GUIDE TO THESES AND DISSERTATIONS: AN ANNOTATED, INTERNATIONAL BIBLIOGRAPHY OF BIBLIOGRAPHIES. Detroit: Gale Research, 1975.

Lists four annotated works describing dissertations on China, including education.

122. Rosenstiel, Annette. EDUCATION AND ANTHROPOLOGY: AN ANNOTATED BIBLIOGRAPHY. New York: Garland, 1977.

Annotated bibliography on Chinese education: 20 books and 11 articles.

123. Russian Language School, Peking. RUSSKO-KITAISKII POLITEKHNICHESKII SLOVAR' (RUSSIAN-CHINESE POLYTECHNIC DICTIONARY). Peking: 1955. In Russian.

124. Sanetō, Keishū. "SHIMMATSU NO SHINGAKU ZENSHO" (Collected Works on the New Learning Published During the Late Ch'ing). STUDIES OF CHINESE LITERATURE, 11 (March 1963), 130-57. In Japanese.

Bibliography of the 20 book series on late Ch'ing "new learning" housed at Hibiya Library, Tokyo.

125. Shulman, Frank Joseph, ed. DOCTORAL DISSERTATIONS ON CHINA, 1971-1975. A BIBLIOGRAPHY OF STUDIES IN WESTERN LANGUAGES, 1945-1970. Seattle: University of Washington Press, 1978.

Supplement contains bibliographic information, abstracts, and ordering information on 22 dissertations specifically on education, plus others bearing on education. See also Gordon and Shulman, entry 86.

126. Sive, Mary Robinson. CHINA: A MULTIMEDIA GUIDE. New York: Neal-Shuman, 1982.

Annotated books, audiovisual materials, curriculum, and teaching units on China for U.S. kindergartens through high schools. Many entries deal with Chinese schools at all levels.

127. Skinner, George William et al., eds. MODERN CHINESE SOCIETY: AN ANALYTICAL BIBLIOGRAPHY. 1. PUBLICATIONS IN WESTERN LANGUAGES 1644-1972. Stanford, CA: Stanford University Press, 1973.

Analytical, unannotated bibliography of Western language sources listed by topic, historical period, and geographical area. Includes national and higher education, elementary and vocational education, elite and professional associations, educational associations, infancy and childhood, socialization of youth, and adolescence and youth. Cites library location.

128. Skinner, George William et al., eds. MODERN CHINESE SOCIETY: AN ANALYTICAL BIBLIOGRAPHY. 2. PUBLICATIONS IN CHINESE, 1644-1969. Stanford, CA: Stanford University Press, 1973.

Analytical but unannotated bibliography in Chinese of Chinese language sources listed by topic(s), historical period, and geographical areas covered: national and higher education, elementary and vocational education, elite and professional associations, educational associations, infancy and childhood, socialization of youth, adolescence and youth. Cites library location.

129. Skinner, George William et al., eds. MODERN CHINESE SOCIETY: AN ANALYTICAL BIBLIOGRAPHY. 3. PUBLICATIONS IN JAPANESE, 1644-1971. Stanford, CA: Stanford University Press, 1973.

Analytical but unannotated bibliography of Japanese language sources listed by topic(s), historical period, and geographical areas covered: national and higher education, elementary and vocational education, elite and professional associations, educational associations, infancy and childhood, socialization of youth, and adolescence and youth. Cites library location.

130. Soong, James Chu-yul. CHINESE MATERIALS ON MICROFILM AVAILABLE FROM THE LIBRARY OF CONGRESS.

Washington, DC: Center for Chinese Research Materials, Association of Research Libraries, 1971.

Chinese medical and other textbooks are included in monograph microfilm reels. Newspaper and periodical collections contain youth, school, university, Cultural Revolution, science, and other cultural-educational topics. Checklist includes titles and years published of monographs, newspapers, periodicals, and special lists.

131. Ssu, Ch'i, ed. EDUCATIONAL INDEX TO PERIODICAL LITERATURE, 1946-1956. Taipei: 1957. Published annually since 1963.

Lists 4,086 articles from periodicals published mainly in Taiwan. Index also published in 1963, covering articles, 1957-61.

132. Stucki, Curtis W., ed. AMERICAN DOCTORAL DISSERTATIONS ON ASIA, 1933-1962; INCLUDING APPENDIX OF MASTERS' THESES AT CORNELL UNIVERSITY. Ithaca, NY: Cornell University, 1963.

Over 600 dissertations on China in various fields, including education. Of the 267 masters' theses listed, 38 are on China.

133. T'ai, Shuang-ch'iu et al., eds. TSENG-TING CHIAO-YÜ LUN-WEN SO-YIN (EDUCATIONAL INDEX TO PERIODICAL LITERATURE, REVISED). Shanghai: Commercial Press, 1932. In Chinese.

Index to articles on education published in Chinese periodicals, 1911-29.

134. T'an, Jen-mei, and I-chu Ch'en. CHIAO YÜ HSÜEH HSIN LI HSÜEH TZ'U TIEN (DICTIONARY OF EDUCATIONAL AND PSYCHOLOGICAL TERMS). Shao-wu, Fukien: Fukien Christian University, 1945. In Chinese.

About 8,000 English terms with Chinese equivalents relating to education and psychology.

135. T'an, Yeh et al., eds. CHIAO-YÜ TA-TZ' U-SHU (EDUCATIONAL DICTIONARY). New Edition. Shanghai: Commercial Press, 1933. In Chinese.

136. T'ang, Yueh et al., eds. CHIAO YU TA TZ'U TIEN (ENCYCLOPEDIC DICTIONARY OF EDUCATION). Shanghai: Shang wu yin shu kuan, 1935. In Chinese.

Over 2,700 entries of educational terms in Chinese, with separate English equivalents, relating to educational principles, history, regulations, systems, administration, psychology, statistics, and institutions. Also associated fields: philosophy, logic, ethics, aesthetics, sociology, biology, anthropology, and physiology.

137. "Theses on Social and Educational Conditions in China." EDUCATION FOR VICTORY, 1 (April 15, 1943), 16.

Eight theses with abstracts located in the U.S. Education Department Library, Washington, DC.

138. THESES RELEVANT TO THE TEACHING OF ENGLISH IN CHINESE SCHOOLS. SPECIALISED BIBLIOGRAPHY B20. London: English-Teaching Information Centre, British Council, 1973. ERIC ED 115 091.

Bibliography of post-1966 British theses and articles about the teaching of English in Chinese schools. Among topics are instructional materials, curriculum planning, and teacher training.

139. Tsai, Meishi, and I-mei Tsai. CONTEMPORARY CHINESE NOVELS AND SHORT STORIES, 1949-1974: AN ANNOTATED BIBLIOGRAPHY. Cambridge, MA: Harvard University Press, 1979.

Among briefly annotated novels and short stories in Chinese (with English translations noted), some 50 deal with intellectuals, teachers, students, children, and youth.

140. Tsao, Chia-kuei. BIBLIOGRAPHY OF MATHEMATICS PUBLISHED IN COMMUNIST CHINA DURING THE PERIOD 1949-1960. Providence, RI: American Mathematical Society, 1961.

Lists Chinese periodicals containing articles on mathematics and bibliography of mathematics. Contains 1,335 articles in English by 370 Chinese and 50 non-Chinese authors.

141. Tsien, Tsuen-hsuin, and James K.M. Cheng, eds. CHINA: AN ANNOTATED BIBLIOGRAPHY OF BIBLIOGRAPHIES. Boston: G. K. Hall, 1978.

Includes, among 2,616 annotated entries, over 20 on Chinese education. Also lists directories, catalogs, and bibliographies of research institutions, museums, universities, and various academic departments of universities and learned societies.

142. Tysse, Agnes M., ed. INTERNATIONAL EDUCATION: THE AMERICAN EXPERIENCE: A BIBLIOGRAPHY. VOL. 1: DISSERTATIONS AND THESES. Metuchen, NJ: Scarecrow Press, 1974.

Annotated bibliographic entries of 12 doctoral dissertations on Chinese education.

143. Tysse, Agnes M., ed. INTERNATIONAL EDUCATION: THE AMERICAN EXPERIENCE: A BIBLIOGRAPHY. VOL. 2: PERIODICAL ARTICLES; PART I: GENERAL. Metuchen, NJ: Scarecrow Press, 1977.

Five briefly annotated entries on Chinese students in the U.S.

144. Tysse, Agnes M., ed. INTERNATIONAL EDUCATION: THE AMERICAN EXPERIENCE: A BIBLIOGRAPHY. VOL. 2: PERIODICAL ARTICLES; PART II : AREA STUDIES AND INDEXES. Metuchen, NJ: Scarecrow Press, 1977.

Briefly annotated bibliography of over 700 entries on Chinese students in the U.S., U.S.-connected schools and colleges in China, YMCA work, mission education, brain drain, and related topics.

145. U.S. Congress. House Committee on Science and Technology. ANNOTATED BIBLIOGRAPHY ON SCIENCE AND TECHNOLOGY IN CHINA, BACKGROUND STUDY NO. 1. Washington, DC: Government Printing Office, 1976.

Annotated bibliography of publications about scientific and technological developments.

146. U.S. Department of Commerce. Office of Technical Services. SELECTIVE BIBLIOGRAPHY: CHINESE MAINLAND SCIENCE AND TECHNOLOGY. Washington, DC: 1961.

Articles and monographs on the natural sciences, medicine, behavioral and social sciences.

147. U.S. Department of the Army. COMMUNIST CHINA: A BIBLIOGRAPHIC SURVEY, 1971 EDITION. Washington, DC: Government Printing Office, 1971.

Annotations of 10 journal articles on education, five on Red Guards, and others on the Cultural Revolution.

148. U.S. Department of the Army. COMMUNIST CHINA: A STRATEGIC SURVEY. A BIBLIOGRAPHY. Washington, DC: Government Printing Office, 1966.

Six annotated education works plus others on thought control and mass persuasion.

149. U.S. Department of the Army. COMMUNIST CHINA: RUTHLESS ENEMY OR PAPER TIGER? A BIBLIOGRAPHIC SURVEY. Washington, DC: Government Printing Office, 1962.

Annotated works (14) on education and students; others on Korean War "brainwashing" of Americans, Chinese intelligentsia, and thought reform.

150. U.S. Library of Congress. ANNOTATED BIBLIOGRAPHY ON SCIENCE AND TECHNOLOGY IN CHINA. Congressional Research Service, Science Policy Research Division. Washington, DC: Government Printing Office, 1976.

Books and articles in English, covering the period 1970-75; overview of science and technology in China.

151. U.S. Library of Congress. LIST OF COMMUNIST CHINESE SCIENTIFIC AND TECHNICAL PERIODICALS. Washington, DC: Aerospace Information Division, Library of Congress, 1961.

152. U.S. Library of Congress. Science and Technology Division. CHINESE SCIENTIFIC AND TECHNICAL SERIAL PUBLICATIONS IN THE COLLECTIONS OF THE LIBRARY OF CONGRESS. Revised ed. Washington, DC: Government Printing Office, 1961.

Lists Chinese serials in the Library of Congress that have significant scientific or technical content.

153. University Microfilms International. CHINA AND THE CHINESE: A DISSERTATION BIBLIOGRAPHY. Ann Arbor, MI: University Microfilms International, 1978.

Unannotated bibliographical data with ordering information of completed doctoral dissertations and masters' theses arranged under headings: Education, General; Education, Administration; Education, Adult; Education, Early Childhood; Education, Guidance and Counseling; Education, Health; Education, Higher; Education, Industrial; Education, Language and Languages; Education, Mathematics; Education, Minorities; Education, Music; Education, Physical; Education, Psychology; Education, Religion; Education, Sciences; Education, Social Sciences; Education, Teacher Training; Education, Tests and Measurements; Education, Theory and Practice; and Education, Vocational.

154. Wang, Chi. MAINLAND CHINA ORGANIZATIONS OF HIGHER LEARNING IN SCIENCE AND TECHNOLOGY AND THEIR PUBLICATIONS: A SELECTED GUIDE. Washington, DC: Government Printing Office, 1961.

Identifies and describes scientific organizations and publications. Included are learned societies, universities and colleges, Academia Sinica and affiliated institutes, Academy of Medical Sciences and branch institutes, Academy of Agricultural Sciences and branch institutes, government research organizations, and libraries. Publications section has serials, abstracting and indexing services, bibliographies, and dictionaries.

155 Wang, Chi, ed. JOURNALS IN SCIENCE AND TECHNOLOGY PUBLISHED IN JAPAN AND MAINLAND CHINA: A SELECTED LIST. Washington, DC: Library of Congress, 1961.

Annotated list of 331 titles classified by subject.

156. Wang, Chi, ed. MAINLAND CHINA ORGANIZATIONS OF HIGHER LEARNING IN SCIENCE AND TECHNOLOGY AND THEIR PUBLICATIONS: A SELECTED GUIDE. Washington, DC: Library of Congress, Reference Department, Science and Technology Division, 1961.
Identifies and describes scientific organizations and publications: learned societies, universities and colleges, Chinese Academy of Sciences and affiliated research institutes, Chinese Academy of Medical Sciences and branch institutes, Chinese Academy of Agricultural Sciences and branch institutes, governmental research organizations, and libraries.

157. Wang, James C.F. THE CULTURAL REVOLUTION IN CHINA: AN ANNOTATED BIBLIOGRAPHY. New York: Garland, 1976.
Over 100 entries on education reform, Red Guards, science, technology, and social life among the 364 annotated books, monographs, and journal articles in English on the Cultural Revolution.

158. Wang, T'ang et al., eds. CHUNG-KUO CHIAO-YÜ TZ'U-TIEN (A CHINESE EDUCATIONAL DICTIONARY). Shanghai: Chung-hua shu-chu, 1938. In Chinese.

159. Wang, T'ang et al., eds. CHUNG-KUO CHIAO YÜ TZ'U TIEN (DICTIONARY OF CHINESE EDUCATION TERMS). Shanghai: Chung-hua shu-chu, 1930. In Chinese.
Over 2,000 entries with lengthy definitions of Chinese education terms and separate English equivalents: educational theory, methods, administration, history, and biography. Related fields: psychology, ethics, logic, sociology, physiology, philosophy, and biology. Appendix: chronological table of 4,000 years of Chinese educational history, 2910 B.C. to 1926 A.D.

160. Wei, Karen T. "Women in China: A Bibliographic Essay." CHOICE, 20, 3 (November 1982), 389-97.
Three of the 73 books, reports, and dissertations are

specifically on women's education; others on women's role and conditions are described under: Bibliographies, Chinese Women Before 1949, Women in the People's Republic of China, Women in Politics: A Global View, Women in Taiwan, Journals, and Conclusion.

161. Williams, Martha E., ed. ANNUAL REVIEW OF INFORMATION SCIENCE AND TECHNOLOGY, VOLUME 18, 1983. New York: Knowledge Industry Publications, 1983.
Ten of the unannotated bibliographic entries are on the Chinese library systems or on Chinese science and technology information systems.

162. Wong, William Sheh. "Selected Bibliography of Works on Mao Tse-tung, Maoism, and Education in China." CHINESE EDUCATION, 6, 4 (Winter 1973-74), 85-95.
Unannotated entries under sections: Bibliographies and Reference Works, Education in China, and Mao Tse-tung and Maoism.

163. Wu, Tsao-chou. "MIN CHUNG CHIAO YÜ SHU MU" (A Bibliography of Adult Education). T'U SHU KUAN HSÜEH CHI K'AN, 10, 4 (1936), 633-66; 11, 1 (1937), 51-78; 11, 2 (1937), 211-26. In Chinese.
Lists about 1,000 entries on adult and popular education and 233 Chinese periodicals that publish such articles.

164. Yamada, Atsushi. "Bibliography of Studies on Chinese Education: Chinese Works." SHINA KENKYŪ, Special Issue (1942), 325-47.
Annotated, classified bibliography of 111 Chinese monographs, statistical reports, yearbooks, indices, dictionaries, and educational gazettes.

165. Yoshida, Mitsukuni. "Studies on the History of Science and Technology in China by Japanese Scholars." JAPANESE STUDIES IN THE HISTORY OF SCIENCE, 1 (1962), 7-13.
Bibliographical survey includes 56 Japanese works.

166. Yü, Chen-huan, and Wen-ch'i Li. "CHUNG-KUO T'I YÜ T'U SHU HUI MU" (A Bibliography of Books on Physical Education in Chinese). T'U SHU KUAN HSÜEH CHI K'AN, 7, 3 (1933), 535-57. In Chinese.

Lists 757 items on athletics, calisthenics, and physical education.

167. Yüan, T'ung-li, ed. CHINA IN WESTERN LITERATURE: A CONTINUATION OF CORDIER'S BIBLIOTHECA SINICA. New Haven, CT: Far Eastern Publications, Yale University, 1958.

Director, National Library at Peking (1926-48), includes English, French, and German books on China published 1921-57. Education (pp. 370-82) headings: dictionaries, general works, Christian colleges, survey of educational institutions, students, Chinese students abroad, youth movement, education and youth movement.

168. Yüan, T'ung-li, ed. "Doctoral Dissertations by Chinese Students in Great Britain and Northern Ireland, 1916-1961." CHINESE CULTURE, 4, 4 (March 1963), 107-37.

The 344 doctoral dissertations done in Great Britain and Northern Ireland universities are divided into the humanities, social sciences, biological and physical sciences, and engineering.

169. Yüan, T'ung-li, ed. A GUIDE TO DOCTORAL DISSERTATIONS BY CHINESE STUDENTS IN AMERICA, 1905-1960. Washington, DC: Sino-American Cultural Society, 1961.

Of the 2,789 doctoral dissertations in U.S. and Canadian universities, many are on Chinese education. Divided into the humanities and social and behavioral sciences; and the physical, biological, and engineering sciences.

170. Yüan, T'ung-li, ed. RUSSIAN WORKS ON CHINA, 1918-1960, IN AMERICAN LIBRARIES. New Haven, CT: Far Eastern Publications, Yale University, 1961.

Five of the 1,348 unannotated works in Russian on China available in U.S. libraries are on schools, youth, culture, and the Cultural Revolution.

Chapter 6

BIOGRAPHIES

171. Andō, Hikotarō. "SAI GEN-BAI NO SHŌGAI TO SONO HYŌKA NI TSUITE, SAI SHŌ-SHI CHO 'SAI GEN-BAI GAKUJUTSU SHISŌ DENKI' OBOEGAKI" (The Life of Ts'ai Yüan-p'ei and its Estimation, Note on Tsai Shang-ssu, 'Biographical Study of Ts'ai Yüan-p'ei's Scientific Thought'). CHŪGOKU KENKYŪ (THE CHINESE RESEARCH), 16 (September 1952), 26-34. In Japanese.

Review of book about Ts'ai Yüan-p'ei, liberal Chinese scholar and leader who protested against the Kuomintang Government in the 1930s.

172. Ayers, William. CHANG CHIH-TUNG AND EDUCATIONAL REFORM IN CHINA. Cambridge, MA: Harvard University Press, 1971.

Chang, educated in the Confucian tradition, was a prominent member of the Chinese civil service, 1867-1909, and an early, influential advocate of education to strengthen and revitalize China. His early reform proposals, within Confucian orthodoxy, contended that the possibly dangerous imbalance between Confucian ideology and Western science could be avoided by state control of education. He supported the 1905 abolition of the examination system, was thoroughly conservative, and later favored limited return to examinations. His influence was limited by failure to implement many of his own plans or to build into institutions he founded sufficient strength to endure. Career: Director of Education, Szechwan Province, professor at Hanlin Academy, and governor-general of Kwangtung-Kwangsi, 1884-89, and of Hupei-Hunan, 1889-1907.

173. Banno, Masataka. "Ma Chien-chung (1844-1900), A Frustrated French-Trained Early Reformist: His Views on Diplomatic Service and Naval Training." MEMOIRS OF THE RESEARCH DEPARTMENT OF THE TŌYŌ BUNKO, 30 (1972), 55-68.

Ma, who foresaw the need for skilled diplomatic and naval personnel to meet the West's challenge, proposed establishing in Shanghai a diplomatic training school and recommended naval training schools in several centers.

174. Bartke, Wolfgang. WHO'S WHO IN THE PEOPLE'S REPUBLIC OF CHINA. Armonk, NY: M.E. Sharpe (A publication of the Institute of Asian Affairs in Hamburg, West Germany), 1981.

Biographical facts about education ministers and vice-ministers, officials of such organizations as Communist Youth League, welfare, science, culture, the Sciences Academy, sports, and heads and deputies of particular universities and institutes.

175. Blondeau, R.A. "FERDINAND VERBIEST EN DE MANDSJOE DYNASTIE" (Ferdinand Verbiest and the Manchu Dynasty). SPIEGEL HISTORIAEL, 10, 10 (1975), 552-59. In Dutch.

Flemish Jesuit Verbiest (1623-88), who went to China in 1659, was famous at the imperial court for his contributions to astronomy and mathematics.

176. Brown, Hubert O. "Tung Chung Shu and the Ideological Transformation of Confucian Educational Thought." Paper presented at the American Educational Research Association, Toronto, Canada, March 1978. ERIC ED 153 922.

Tung, Confucian philosopher who urged use of imperial examinations for selecting civil servants, established an imperial university and influenced the authoritarian education system that China used through the nineteenth century.

177. Chan, M.H. "Ch'en Tu-hsiu's Political Activities and Thought before the Time of the New Cultural Movement." JOURNAL OF THE CHINESE UNIVERSITY OF HONG KONG, 4, Part 1 (1977), 49-77.

Reviews political activities of Ch'en Tu-hsiu, from his involvement in the 1898 Reform Movement to the time of the New Culture Movement in 1919, and discusses the main intellectual trends and personal relations of intellectuals in China from Revolution of 1911 to the New Culture Movement.

178. Chang, Cheng-han. "On the Social Thought of Wang Shou-jen." NATIONAL TAIWAN UNIVERSITY JOURNAL OF SOCIOLOGY, 10 (July 1974), 51-63.

Wang Shou-jen (1472-1528), social thinker and philosopher during the Ming dynasty, proposed widespread elementary education and specialized training as a means of socialization. Because his model of society, similar to the Confucian, is static rather than dynamic, it has had limited modern influence.

179. Chang, Jo-ku. MA HSIANG-PO HSIEN-SHENG NIEN-P'U (A CHRONOLOGY OF THE LIFE OF MR. MA HSIANG-PO). China History Series. Shanghai: Commercial Press, 1939. In Chinese.

Ma Hsiang-po (1840-1939), Jesuit scholar, founder of the China Academy (later became Aurora University), and chancellor of Peking University (1913). His career also illustrated aspects of Catholic educational history in China.

180. Chang, Tsai-yü. "SAN MIN TZU I SSÜ HSIANG YÜ MIN TSÜ CHING SHÊN CHIAO YÜ" (Dr. Sun Yat-sen's Thoughts and Education in the National Spirit). BULLETIN OF NATIONAL TAIWAN NORMAL UNIVERSITY, 19 (1974), 23-32. In Chinese.

Elaborates upon the three principles of Dr. Sun Yat-sen (1866-1925) (National Livelihood, Democracy, and Nationalism) which, as a synthesis of traditional Chinese political philosophy and Western technological science, were intended as the building blocks of a strong and modern Chinese national state. Not unlike the goals of national spirit education, the purpose of the three principles was to strengthen the national consciousness of the people, to inspire in them the ability to regenerate the country, and to instill in them the ideals of ancient Chinese civilization.

181. Chao, C.Y. Yeh. "Wang Kuo-wei: His Character and His Scholarship." JOURNAL OF THE CHINESE UNIVERSITY OF HONG KONG, 1 (1973), 59-96.

Study of the Chinese classical scholar Wang Kuo-wei (1871-1927), his character, fields of study, and suicide.

182. Ch'en, Jerome. "Defining China's Warlords and Their Factions." BULLETIN OF THE SCHOOL OF ORIENTAL AND AFRICAN STUDIES, 31, 3 (1968), 563-600.

Educational backgrounds of China's warlords, 1912-28, are among characteristics examined in James E. Sheridan's book, CHINESE WARLORD: THE CASE OF FENG YÜ-HSIANG.

183. Cheng, Hsüeh-chia. "Mao Tse-tung Before the Formation of the Chinese Communist Party." ISSUES AND STUDIES, 10, 2 (1973), 62-76; 10, 3 (1973), 67-82.

Mao's education is described in this account of his early life.

184. Chiang, Monlin. TIDES FROM THE WEST: A CHINESE AUTOBIOGRAPHY. New Haven, CT: Yale University Press, 1947.

Memoirs and commentary on Chinese culture by a former Minister of Education under Chiang Kai-shek. Chiang (born 1886) describes his Confucian schooling and Western education, including study at the University of California, Berkeley, and Columbia University (Ph.D.). He traces China's history through the May 4th Movement and World War II, when most of China's university students and faculties moved inland to escape Japanese occupation.

185. Chiang, Yung-ching. "LO CHIA-LUN HSIEN SHENG TI SHENG PIEN CHI CHI TUI CHUNG KUO CHIN TAI SHIH TI KUNG HSIEN" (Life of Dr. Lo Chia-luen and His Contributions to the Study of Modern Chinese History).

BULLETIN OF THE INSTITUTE OF MODERN HISTORY, ACADEMIA SINICA, 4, 2 (1974), 461-95. In Chinese.

As a young student, Lo Chia-luen (1896-1969) helped lead the May 4th Movement. He was chancellor of Ch'ing-hua University and of the National University, contributed to higher education development, was ambassador to India after World War II, and in his last years in Taiwan published archival material on the 1911 Revolution.

186. Ch'ien, Mu. "K'ANG YU-WEI HSÜEH-SHU SHU-P'ING" (A Critical Study on the Philosophy of Kang Yu-wei). TSING HUA JOURNAL, 11, 3 (July 1936), 583-656. In Chinese.

Career and theories of a leading intellectual who influenced the May 4th Movement.

187. Ching, Julia. "Wang Yang-Ming (1472-1529): A Study in 'Mad Ardour.'" PAPERS ON FAR EASTERN HISTORY, 3 (1971), 85-130.

Wang—writer, statesman, soldier, philosopher, and teacher—despaired of the Confucianism of his upbringing and for a time engaged in knightly adventures, Buddhism, and Taoist pursuit of immortality. He eventually returned to the Confucian way.

188. Dimberg, Ronald. "Ho Hsin-yin: The Sage and Society." NOTHING CONCEALED: ESSAYS IN HONOR OF LIU YU-YUN. Edited by Frederic Wakeman, Jr. Taipei: Chinese Materials and Research Aids Service Center, 1970, pp. 95-125.

Ho, active sixteenth century thinker and Neo-Confucian, decided against working for an official degree and never held public office. He is important because his thinking offered an alternative to the traditional Chinese view of the individual's responsibility to society. He defined the sage's most fundamental role as that of teacher, but outside the official bureaucracy.

189. Duiker, William J. "The Humanist Vision: Ts'ai Yüan-p'ei and Educational Reform in Republican China." JOURNAL OF

THE INSTITUTE OF CHINESE STUDIES OF THE CHINESE UNIVERSITY OF HONG KONG, 7, 2 (1974), 497-514.

Ts'ai Yüan-p'ei, Minister of Education in 1912, helped initiate education reforms for China which included vocational education, universal education, and women's education.

190. Duiker, William J. "Ts'ai Yüan-p'ei and the Confucian Heritage." MODERN ASIAN STUDIES, 5, 3 (1971), 207-26.

Intellectual biography of Ts'ai Yüan-p'ei, Minister of Education after 1911 and Peking University Chancellor from 1917, who made many reforms. Although he urged abandonment of Confucian institutions, Ts'ai reflected the humanist strain in Confucian thought and during four years of European study synthesized humanism with social Darwinism.

191. Eberstein, Bernd et al. "KANG YOUWEIS 'EINGABE DER PRÜFUNGSKANDIDATEN'—EIN DOKUMENT DER REFORM BEWEGUNG. 1 TEIL" (Kang Youwei's CANDIDATES' MEMORIAL, A Document of the Reform Movement. Part 1). ORIENS EXTREMUS, 27, 1 (1980), 33-54. In German.

Kang Youwei (1858-1927) wrote in 1895 a memorial to the Emperor suggesting imperial reforms. The document, here reproduced in German, was important in the 1890s reform movement.

192. Eberstein, Bernd et al. "KANG YOUWEIS 'EINGABE DER PRÜFUNGSKANDIDATEN'—EIN DOKUMENT DER REFORM BEWEGUNG. 2 TEIL" (Kang Youwei's CANDIDATES' MEMORIAL, A Document of the Reform Movement. Part 2). ORIENS EXTREMUS, 27, 2 (1980), 155-82. In German.

Kang, a leading late 1890s reformer, in CANDIDATES' MEMORIAL proposed economic, educational, and governmental changes to improve Chinese life.

193. Elegant, Robert S. "Confucius to Shelley to Marx." THE REPORTER, 1, 17 (December 6, 1949), 25-27.

Biographical background of Kuo Mo-jo, Communist China's first vice premier for cultural and educational activities.

194. Eunson, Roby. THE SOONG SISTERS. New York: Franklin Watts, 1975.

Lives of the Soong sisters, their U.S. education and marriage and careers with three prominent men of China: Mei-ling married Pres. Chiang Kai-shek, Ch'ing-ling married revolutionary Sun Yat-sen, and Ai-ling married merchant H. H. Kung.

195. Fairbank, John King. CHINABOUND. New York: Harper and Row, 1982.

Memoir of Harvard University China scholar, for more than 40 years the leading exponent of U.S. China studies. His intimate understanding of pressures on and trends among Chinese intellectuals lends insight into the patterns of education there. See entry 284.

196. Fisher, Tom S. "Accommodation and Loyalism: The Life of Lu Liu-liang (1629-1683)." PAPERS ON FAR EASTERN HISTORY, 15 (1977), 97-104; 16 (1977), 107-46; 18 (1978), 1-42.

Cites the career of Lu to show the anti-Manchu feeling of Chinese intellectuals; describes his education; and contends that, though he often refused to cooperate with the Manchus, he was not so great a dissenter as many have supposed.

197. Franke, Wolfgang. "K'ang Yu-wei and the Reform of the Examination System." K'ANG YU-WEI: A BIOGRAPHY AND A SYMPOSIUM. Edited by J. P. Lo. Tucson: University of Arizona Press, 1967, pp. 313-18.

198. Freeman, Mansfield. "The Ch'ing Dynasty Criticism of Sung Politico-Philosophy." JOURNAL OF THE NORTH-CHINA BRANCH OF THE ROYAL ASIATIC SOCIETY, 59 (1928), 78-110.

Philosophers critical of Neo-Confucianism of the Sung Dynasty: Ku T'ing Lin (1613-82) urged practical learning; Fei Mi (1625-1701) urged a return to practical simplicity of the original classics; and Yen Hsi Chai (1635-1704), pragmatist, whose learning was connected with life.

199. Gillin, Donald George. "China's First Five-Year Plan: Industrialization Under the Warlords as Reflected in the Policies of Yen Hsi-shan in Shansi Province, 1930-37." JOURNAL OF ASIAN STUDIES, 24, 2 (1965), 245-59.

Support for education was a feature of the economic plan warlord Yen made for Shansi Province in the 1930s.

200. Gillin, Donald George. "Education and Militarism in Modern China: Yen Hsi-shan in Shansi Province, 1911-30." JOURNAL OF MODERN HISTORY, 34, 2 (June 1962), 161-67.

Yen, as warlord of northwest China's Shansi Province, tried with little success to introduce universal education, including vocational education as inspired by John Dewey. Among causes for failure were poorly educated teachers, opposition by landed gentry, little support from peasants, and Yen's emphasis on ideological indoctrination.

201. Gillin, Donald George. "Portrait of a Warlord: Yen Hsi-shan in Shansi Province, 1911-1930." JOURNAL OF ASIAN STUDIES, 19, 3 (1960), 289-306.

Yen, fond of tradition and preoccupied with selfish ambitions, did little to overcome the ignorance and poverty of Shansi Province, where famine was common and the unsophisticated population clung to footbinding and other customs while ignoring schooling as a way to a better life.

202. Gillin, Donald George. WARLORD: YEN HSI-SHAN IN SHANSI PROVINCE 1911-1949. Princeton, NJ: Princeton University Press, 1967.

Uses the Shansi warlord to illustrate the dynamics of regional and local government in 1911. Yen, unlike the stereotypical warlord, is depicted as a would-be reformer hampered by his own conservatism and parochial view. He tried to provide tuition-free elementary schooling for everyone, but he neglected secondary and higher education. He also insisted that students subordinate learning to Confucian ideology, a doctrine he favored because it required respect for authority.

203. Han, Suyin. BIRDLESS SUMMER: CHINA, AUTOBIOGRAPHY, HISTORY. New York: Putnam's, 1968.
Third autobiographical work by famed writer Han Suyin about the years 1938-48.

204. Hao, Yen-p'ing. "Cheng Kuan-ying: The Comprador as Reformer." JOURNAL OF ASIAN STUDIES, 29, 1 (1969), 15-22.
Cheng (1842-1923), a farsighted Chinese merchant, urged many economic reforms and called for opening professional and technical schools.

205. Hawkins, John N. "Francis Lister Hawks Pott (1864-1947), China Missionary and Educator." PAEDAGOGICA HISTORICA, 13, 2 (1973), 329-47.
Pott, Episcopalian missionary, was president during 1888-1941 of one of the most influential mission colleges in China, St. John's University, Shanghai.

206. Ho, Lien-kwei. "Dr. Ts'ai Yüan-p'ei's Contribution to Ethnology." BULLETIN OF THE INSTITUTE OF ETHNOLOGY, ACADEMIA SINICA, 9 (Spring 1960), 13-17.

207. Howard, Richard Campbell. "K'ang Yu-wei (1859-1927): His Intellectual Background and Early Thought." CONFUCIAN PERSONALITIES. Edited by Arthur Frederick Wright and Denis Crispin Twitchett. Stanford, CA: Stanford University Press, 1962, pp. 294-316.
How K'ang, traditionally educated Confucian scholar who also studied Western literature, developed a value system antithetical to Confucianism. Early in life he felt he must become a Confucian sage and a Buddhist savior. At age 30 he became a leader in the Reform Movement of 1898.

208. Hsia, Ronald. "The Intellectual and Public Life of Ma Yinch'u." CHINA QUARTERLY, 6 (April-June 1961), 53-63.
Career of the distinguished economist who in the 1950s became president of Peking University. Strongly criticized during the anti-rightist campaign, he never fully submitted to Maoist pressures.

209. Hsiao, Kung-chüan. "Critical Reflections on My Pursuit of Learning." CHINESE STUDIES IN HISTORY, 10, 4 (1977), 4-33; 11, 1 (1977), 3-17; 11, 2 (1977-78), 3-14.

Hsiao's life as a scholar and author illustrates educational practices and vast social and political changes. Included are his tutors and early education, his studies at the Young Men's Christian Association Middle School in Shanghai, and his two years at Tsinghua University of Peking before entering a U.S. university.

210. Hsiao, Kung-chüan. "Early Years of Teaching." CHINESE STUDIES IN HISTORY, 13, 4 (1980), 3-35.

Experiences during early years of teaching at National University, Shanghai, and at Nangai, Northeast, and Yanjing universities.

211. Hsiao, Kung-chüan. "In and Out of Utopia: K'ang Yu-wei's Social Thought, (1) Path Finding in Two Worlds." CHUNG CHI JOURNAL, 7, 1 (November 1967), 1-18.

K'ang, in his social thought at the turn of the century, wanted to adapt Chinese values to a universal but non-Western pattern. Thus, if China abandoned outmoded customs, he believed it could fit into the modern world.

212. Hsieh, Ping-ying. AUTOBIOGRAPHY OF A CHINESE GIRL: A GENUINE AUTOBIOGRAPHY. London: George Allen and Unwin, 1943.

Born in early twentieth century when girls were kept from public life, Hsieh rebelled against her mother's authority, fought warlords in the field, and began writing after 1926. Describes her childhood, schooling, literary attempts, military service, and experience as an elementary school teacher.

213. "Hu Ch'i-li--New Mayor of Tientsin." ISSUES AND STUDIES, 16, 8 (1980), 86-89.

Lists reasons for the rapid rise of Hu Qili (Hu Ch'i-li, 1929-), mayor of Tientsin and a third-generation cadre activist. While a Peking University student, he headed the China Youth League in Peking.

214. Hua, Lo-keng. "Learn Again to Dedicate Strength to Educational Revolution." SURVEY OF CHINA MAINLAND PRESS, 4438 (June 17, 1969), 1-4.

Hua, Director of the Institute of Mathematics, Academia Sinica, criticized himself and denounced "revisionist roaders" for having tried to sacrifice him during the Cultural Revolution to save themselves.

215. Huang, Hsiu-cheng. "KU YEN-WU TEH CHING-SHIH SSU-HSIANG" (The Political Thought of Ku Yen-wu). SSU YÜ YEN (THOUGHT AND WORD), 14, 6 (1977), 333-47. In Chinese.

Ku's thoughts on educational reform are included in this analysis of the ideas of a scholar whose life (1613-82) bridged the transition from the Ming to the Ch'ing dynasty.

216. "Huang Hua--New Vice-Premier of the State Council." ISSUES AND STUDIES, 16, 11 (1980), 61-69.

Huang Hua of Hopeh Province was a Yenching University student in 1935, joined the Communist Party in 1936, was on the Yenching staff, and has since served with status and responsibility.

217. Huang, Shun-erh. "The Social Thought of Liang Ch'i-ch'ao." NATIONAL TAIWAN UNIVERSITY JOURNAL OF SOCIOLOGY, 9 (July 1973), 111-38.

Discusses educational and other ideas of late nineteenth, early twentieth century political and social reformer Liang Ch'i-ch'ao who urged extension of primary and normal (teacher) education.

218. Huard, Pierre Alphonse, and Ming Wong. "LE PROFESSEUR LI T'AO (1901-1959)" (Professor Li T'ao, 1901-1959). BULLETIN DE L'ÉCOLE FRANÇAISE D'EXTRÊME-ORIENT, 52, 1 (1964), 307-09. In French.

219. Hyatt, Irwin T., Jr. "The Missionary as Entrepreneur: Calvin Mateer in Shantung." JOURNAL OF PRESBYTERIAN HISTORY, 49, 4 (1971), 303-27.

Mateer (1836-1908), pioneer Presbyterian missionary who founded Tengchow College, was a major leader in Christian higher education. At Tengchow College, an excellent prototype of later Chinese Christian colleges, he had a selective enrollment policy and an innovative curriculum. Chinese instructors taught traditional Chinese studies; Mateer introduced mathematics, the sciences, and religious instruction. The college eventually prepared teachers for all of the Protestant colleges and many secondary and government schools in North China. He was first president of the China Educational Association.

220. Ishijima, Noriyuki. "KONICHI MIN-ZOKU TŌITSU SENSEN TO CHISHIKIJIN" (The National United Front Against Japan and the Intellectuals). REKISHI HYŌRON, 256 (1971), 22-50. In Japanese.

Mentions that urban students eagerly supported Tsou Taofen's weekly newspaper after 1926, which denounced Japanese aggression and criticized the Kuomintang government's nonresistance policy.

221. Jen, Chi-yü. "LU HSÜN T'UNG CHUNG-KUO KU-TAI WEI-TA SSU-HSIANG-CHIA MEN TI KUAN-HSI" (Relations Between Lu Hsün and the Great Thinkers of Ancient China). K'O-HSUEH T'UNG-PAO, 10 (1956), 54-62. In Chinese.

Critically reviews Lu Hsün's methods of interpreting the history of social evolution in China. Describes him as a first-rate thinker of modern China and a chief promoter of the Chinese New Culture Movement after World War I.

222. Johnson, Chalmers A. "An Intellectual Weed in the Socialist Garden: The Case of Ch'ien Tuan-sheng." CHINA QUARTERLY, 6 (April-June 1961), 29-52.

Career of the noted political scientist and former Dean of the Law School, National Peking University, Ch'ien Tuan-sheng. Never a Communist, Ch'ien stayed in China after 1949. He emerged from the 1951-52 thought reform with good prospects. But after the Hundred Flowers period, he was in late 1957 labeled a rightist, his career in shambles.

223. Kagan, Richard C. "Ch'en Tu-hsiu's Unfinished Autobiography." CHINA QUARTERLY, 50 (1972), 295-314.
Ch'en (1879-1942), a founder in Shanghai, 1921, of China's Communist Party who eventually left politics, tells about his teenage schooling and irrelevance of the ancient examination system. He later studied abroad and as a leading scholar taught at Peking University.

224. Kahn, Harold Lionel. "The Education of a Prince: The Emperor Learns His Roles." APPROACHES TO MODERN CHINESE HISTORY. Edited by Albert Feuerwerker et al. Berkeley: University of California Press, 1967, pp. 15-44.
Education of Ch'ien-lung (1711-99, reigned 1736-95) included instruction at the Palace School, founded by his father, Yung-cheng. It provided instruction for imperial sons, grandsons, and other princes. Well-schooled, Ch'ien-lung was the last Chinese emperor before Western penetration brought new threats to China.

225. Kahn, Harold Lionel. MONARCHY IN THE EMPEROR'S EYES: IMAGE AND REALITY IN THE CH'IEN-LUNG REIGN. Cambridge, MA: Harvard University Press, 1971.
Examines Ch'ien-lung (1711-99, reigned 1736-95), his self-awareness, understanding of his role, and the educative process which trained him. His arduous princely training in Chinese classics was arranged by his father for him, his brother, and eventually other princes. At least 15 official tutors instructed them at the Palace School, setting high scholarly and ethical standards.

226. Kessler, Lawrence D. K'ANG-HSI AND THE CONSOLIDATION OF CH'ING RULE 1661-1684. Chicago: University of Chicago Press, 1976.
Although the Ch'ing dynasty began in 1644, the Manchu needed time to consolidate their grip on China, a task Emperor K'ang-Hsi completed by 1684. He needed to dissipate anti-Manchu feeling among China's scholar-gentry. He succeeded in large part because he personified a blend of accomplished scholar and courageous strategist. He had a

strong interest in learning, was competent in basic Confucian classics, and supported scholarly aspirations.

227. Ku, Chieh-kang. THE AUTOBIOGRAPHY OF A CHINESE HISTORIAN: BEING THE PREFACE TO "A SYMPOSIUM ON ANCIENT CHINESE HISTORY" (KU SHIH PIEN). Leiden, Netherlands: Brill, 1931.

Ku (born 1893), a precocious child who eventually became a historian, describes his early reading and private study of the classics, first contact with modern science at age 13, secondary schooling, and decision at Peking National University to study history. He joined the faculty there.

228. Kuhn, Philip Alden. "T'ao Hsing-chih, 1891-1946: An Educational Reformer." PAPERS ON CHINA, 13 (December 1959), 163-95.

229. Kuo, Mo-jo. CH'UANG-TSAO SHIH-NIEN (TEN YEARS OF THE CREATION [SOCIETY]). Shanghai: Hsien-tai, 1932. In Chinese.

Author's student days in Japan studying medicine, his turn to writing as an emotional outlet, and his becoming a leading Communist intellectual.

230. Lamley, Harry J. "Liang Shu-ming, Rural Reconstruction and the Rural Work Discussion Society, 1933-1935." CHUNG CHI JOURNAL, 8, 2 (May 1969), 50-61.

Education reform was an important goal of Liang Shu-ming (born 1893), who in the 1930s headed the Shantung Rural Reconstruction Research Institute and governed one county. Liang, a traditionalist, cooperated with such Western-oriented reformers as James Y. C. Yen. Both were attacked by magistrates under the nationalist government but continued to work for apolitical rural reconstruction.

231. Lee, Cyrus. MO TZU THE GREAT EDUCATOR. Taipei: Universitas Monthly, 1969.

Contends that, despite leaving no disciples competent to perpetuate his educational ideas, Mo Tzu (c.470-391 B.C.) was a significant educator because he believed that man's creativity was the basis of science and that universal love could direct human intelligence toward a just society.

232. Lee, Robert H.G. "Fung Yu-lan: A Biographical Profile." CHINA QUARTERLY, 14 (April-June 1963), 141-52.

Fung Yu-lan, born 1895, a leader in modern Chinese philosophy (studied at Columbia University, 1919-23), believed social harmony was the greatest good, and after 1949 embraced Marxism-Leninism.

233. Lew, Roland. "L'INTELLIGENTSIA CHINOISE ET LA RÉVOLUTION, 1898-1927" (The Chinese Intelligentsia and the 1898-1927 Revolution). REVUE DE L'INSTITUT DE SOCIOLOGIE, 3,4 (1982), 367-420. In French.

Cites such intellectual leaders as Liang Ch'i-ch'ao (1873-1929), Wang T'ao (1828-97), Yen Fu (1853-1921), Ch'en Tu-hsiu (1879-1945), and Li Ta-ch'ao (1888-1927) to describe the transition from a Confucian state to Communist rule in China.

234. Lin, Yueh-hua. "YEN FU SHE-HUI SSU-HSIANG" (Social Thought of Yen Fu). SOCIOLOGICAL WORLD, 7 (June 1933), 8-82. In Chinese.

Summarizes Yen Fu's intellectual ideas. He was major translator of Western works by Adam Smith, John Stuart Mill, Montesquieu, and others.

235. Liu, Kwang-ching. "The Confucian as Patriot and Pragmatist: Li Hung-chang's Formative Years, 1823-1866." HARVARD JOURNAL OF ASIATIC STUDIES, 30 (1970), 5-45.

Although convinced that the Confucian socio-political order was best for China, Li (1823-1901) urged such pragmatic responses to Western encroachment as teaching math and science in government schools and including industrial technology for testing on civil service examinations. He also promoted a modern armament industry.

236. Liu, Shao-ch'i. QUOTATIONS FROM PRESIDENT LIU SHAO-CH'I. New York: Walker/Weatherhill, 1968.

Liu was vilified during the Cultural Revolution for taking the "capitalist road." These extracts from Liu's speeches and writings when he was a top Chinese Communist leader include sections on "Intellectuals" and "Learn from the Masses."

237. Lo, Jung-pang, ed. K'ANG YU-WEI: A BIOGRAPHY AND A SYMPOSIUM. Tucson: University of Arizona Press, 1967.

K'ang (1858-1927), brilliant leader of the 1898 Reform Movement who believed that only radical change (but not revolution) could save China. Contains K'ang's autobiography (ended 1898); a sequel by his daughter; and essays by six China scholars about K'ang's ideas and writings. The editor, K'ang's grandson, wrote the introduction, includes bibliographies of writings by and about K'ang, and an extensive glossary of personal names. Educational changes were central to K'ang's proposals. Although the Empress Dowager crushed the 1898 Reform Movement and twentieth century reformers replaced K'ang, he is often ranked second only to Sun Yat-sen for starting the modernization of China.

238. Lubot, Eugene. "Ts'ai Yüan-p'ei and the May Fourth Incident: One Liberal's Attitude Toward Student Activism." CHINESE CULTURE, 13, 2 (June 1972), 73-82.

Argues that Peking University Chancellor Ts'ai (1917-23), though a great reformer and a vigorous supporter of the broadly liberal May 4th Movement, disapproved strongly of the May 4th Incident and considered it an unfortunate political distraction. Favoring basic changes in Chinese culture, he probably believed that student preoccupation with politics might provoke conservative reaction.

239. Lubot, Eugene. "Ts'ai Yüan-p'ei: From Confucian Scholar to Chancellor of Peking University, 1898-1923: The Evolution of a Patient Reformer." ASIAN FORUM, 2, 3 (1970), 139-51.

Concludes that Ts'ai (1867-1940), admired by both reformers and revolutionaries, was influenced by his early Confucian education and believed that social reform depended on improvement of the social environment.

240. McGough, James P., ed. FEI HSIAO-T'UNG: THE DILEMMA OF A CHINESE INTELLECTUAL. White Plains, NY: Sharpe, 1979.

Writings by and about Fei (born 1910), distinguished social scientist, author (PEASANT LIFE IN CHINA), and professor at the Central Institute for Nationalities, Peking. His experiences illustrate the equivocal role of intellectuals in various periods of Communist rule. After supporting those favoring returning sociology to academic acceptability during the Hundred Flowers period, he presented (July 13, 1957) "A Confession to the People" to condemn his own "reactionary thought." He survived attacks and has had great prominence since Mao's death. See entry 2673.

241. McLean, Mary H. DR. LI YUIN TSAO: CALLED AND CHOSEN AND FAITHFUL. St. Louis, MO: Privately published, 1925.

About the religious struggles, education, and career of a Chinese woman physician who taught at Ginling College for Women, Nanking.

242. Munro, Donald J. "Humanism in China: Fung Yu-lan and Hsiung Shih-li." NOTHING CONCEALED: ESSAYS IN HONOR OF LIU YU-YUN. Edited by Frederic Wakeman, Jr. Taipei: Chinese Materials and Research Aids Service Center, 1970, pp. 177-92.

Asserts that the traditional Chinese belief in the unity of man and Heaven, refined by such modern thinkers as Fung (born 1895) and Hsiung (1885-1968), poses the greatest ideological threat to Maoist ideological orthodoxy.

243. Murray, Florence J. AT THE FOOT OF DRAGON HILL. New York: Dutton, 1975.

Biography of woman medical missionary to Manchuria and Korea.

244. Naitō, Torajirō. "KO SEKI-SHI KUN NO SHINCHO SHŌ JITSU-SAI NEMPU O YOMU" (On Reading Mr. Hu Shih's Latest Work, 'A Chronological Sketch of Chang Shih Chai's Life'). SINOLOGY, 2, 9 (May 1922), 638-54. In Japanese.

Review of Hu Shih's biography of eighteenth century scholar Chang Shih Chai.

245. Niijima, Atsuyoshi. "GO-SHI JIDAI NO CHIN DOKU-SHŪ NO SHISŌ" (The Thought of Ch'en Tu-hsiu During the May Fourth Period). SHISŌ, 380 (February 1956), 145-65. In Japanese.

A May 4th hero and early Communist, Ch'en Tu-hsiu later discredited the 1919 student movement, did not accept the Marxist concept of class, and became a "fallen angel" of the Communist Movement.

246. Nivison, David Shepherd. THE LIFE AND THOUGHT OF CHANG HSUEH-CH'ENG (1738-1801). Stanford, CA: Stanford University Press, 1966.

Biography of a minor scholar depicts intellectual life shortly before China suffered major incursions from the West.

247. Ogden, Suzanne P. "The Sage in the Inkpot: Bertrand Russell and China's Social Reconstruction in the 1920's." MODERN ASIAN STUDIES, 16, 4 (1982), 529-600.

Bertrand Russell's 1920-21 China visit had lasting influence on the development of empiricism and mathematical logic in China, but his ideas were too complex to meet China's need for a coherent general ideology.

248. Ono, Kazuko. "KŌ SŌ-GI NO ZENHANSHŌ, TOKUNI MEII TAIHOROKU NO SEIRITSU KATEI TO SHITE" (The Early Career of Huang Tsung-hsi). JOURNAL OF ORIENTAL STUDIES, 35 (March 1964), 135-98. In Japanese.

Interpretive biography of Huang Tsung-hsi (1610-95) to 1644 (fall of the Ming dynasty) and the practical scholarship he embodied.

249. Ono, Shinji. "GOSHI-JIKI NO RISO-SHUGI: YŪN TAI-EI NO BA-AI" (Idealism in the May Fourth Period: The Case of Yun Daiying (Yün Tai-ying). TŌYŌSHI KENKYŪ, 38, 2 (1979), 1-38. In Japanese.

Yün, idealistic intellectual who participated in the May 4th Movement, organized the work-study movement. Despite dislike for Marxist class struggle theory, he eventually took part in Communist activities when financial bankruptcy threatened his educational projects, which included managing a primary school, small factory, and bookshop.

250. Onoe, Kanehide. "RO JIN NO SHŌSETSU NI OKERU CHISHIKIJIN" (On the Intellectual in Lu Hsun's Novels). BULLETIN OF TOKYO SINOLOGICAL SOCIETY, 4 (June 1958), 109-19. In Japanese.

Contends that the intellectual Fan Ai-nung in Lu Hsün's novels is like Lu Hsün himself and unlike both old intellectual dropouts from the examination system and the new intellectuals who became reactionaries.

251. Ōtani, Toshio. "HŌ SEI-SHIN NO JITSUGAKU SHISŌ NI TSUITE" (On the SHI XUE [SHIH-HSUEH]—Practical Thought, Both Political and Economical, of Bao Shi-chen [Pao Shih-ch'en]). TŌYŌSHI KENKYŪ (JOURNAL OF ORIENTAL RESEARCHES), 28, 2-3 (December 1969), 162-95. In Japanese.

Ideas of Pao, a scholar-official, on the bureaucracy, examination system, and other administrative problems (compared with ideas of Wei Yuan and Kung Tzu-chen). Pao wanted to improve life for China's lowliest.

252. Paulston, Rolland G. LITERACY EDUCATION AND SOCIAL CHANGE EFFORTS IN PRE-COMMUNIST CHINA: THE MASS EDUCATION MOVEMENT 1922-1949. New York: International Institute of Rural Reconstruction, 1977. ERIC ED 152 642.

Goals and accomplishments of James Y.C. Yen, educational reformer, whose Mass Education Movement worked for literacy and improved rural life as a way to bring democracy to China.

253. Peterson, Willard J. BITTER GOURD: FANG I-CHIH AND INTELLECTUAL CHANGE IN THE 1630'S. New Haven: Yale University Press, 1979.

Highly regarded annotated translation of Fang's SEVEN SOLUTIONS and an examination of Chinese thought at the pivotal period when the Ming dynasty was replaced by the Manchu. Fang (1611-71) discussed the options available to young men of his generation and concluded that his own choice was a life of scholarship. Penetration of Jesuit learning into elite intellectual circles is shown.

254. Peterson, Willard J. "From Interest to Indifference: Fang I-chih and Western Learning." CH'ING SHIH WEN-T'I, 3, 5 (1976), 72-85.

Fang's attitude toward Western mathematics and astronomy reflected China's attitude after 1650, when because of social turmoil interest in Western learning declined.

255. Png, Poh-seng. "The National University of Peking under the Chancellorship of Ts'ai Yüan-p'ei, 1917-1926." HSIN-SHE-HSUEH-PAO, 3 (1969), 1-19.

Ts'ai created a reform atmosphere, fostered academic freedom and student self-rule at Peking University, and greatly influenced China's cultural and nationalist movements.

256. Price, Don C. "Sung Chiao-jen, Confucianism and Revolution." CH'ING-SHIH WEN-T'I, 3, 7 (1977), 40-67.

Discusses Sung Chiao-jen and his involvement with Neo-Confucianism in Japan and his subsequent move to Western learning.

257. Pye, Lucian W. "A Very Exceptional Communist." VIRGINIA QUARTERLY, 53, 2 (1977), 219-28.

Evaluates Chou En-lai's personal characteristics and talents and summarizes his education, much of it obtained abroad.

258. Richter, Harald. "CHEN WANGDAO: EIN ABRISS SEINES LEBENS UND WERKES" (Chen Wangdao: A Synopsis of His Life and Work). ORIENS EXTREMUS, 27, 1 (1980), 61-72. In German.

Chen (1890-1977) studied law, literature, and philosophy in China and Japan, became a Communist, and served as rector, Fudan University, Shanghai.

259. Rickett, Allyn, and Adele Rickett. PRISONERS OF LIBERATION: FOUR YEARS IN A CHINESE COMMUNIST PRISON. Revised ed. Garden City, NY: Anchor, 1973.
Entered China in 1948 to study. Allyn Rickett from the first passed information to U.S. intelligence officers. The Ricketts remained to study after the Communist takeover and were prevented from leaving soon after the Korean War began. Arrested in July, 1951, they were imprisoned four years and came to agree that the Communist criticism/self-criticism process helped build character.

260. Roy, A.T. "Confucian Thought in China in the Nineteen Thirties: Ch'en Li-fu's Theory of the Universe and of the Significance of Man." CHUNG CHI JOURNAL, 7, 1 (November 1967), 72-89.
Ideas that philosopher Ch'en Li-fu presented in 1933 lectures aimed at giving Chinese youth a positive philosophy. Calling the Chinese view of life more catholic than the Western view, Ch'en said that to find meaning one should first cultivate intelligence, humanity, and courage.

261. Saitō, Akio. HYŌDEN TŌ KŌ-CHI, SEIJITEKI JOJŌ SHIJIN NO SHŌGAI (A CRITICAL BIOGRAPHY OF T'AO HSING-CHIH, THE LIFE OF A POLITICAL POET). Japan: Keiso Shobo, 1968. In Japanese.
Biography of a leading educator who studied under John Dewey and wrote political poetry.

262. Saitō, Akio. SHIN CHŪGOKU KYŌSHI NO CHICHI, TO KO CHI (THE FATHER OF NEW CHINA'S TEACHERS, T'AO HSING-CHIH). Japan: Toko Shoin, 1951. In Japanese.
Biography of T'ao Hsing-chih (1891-1946), John Dewey's student and a pioneer of mass education.

263. Salaff, Stephen. "A Biography of Hua Lo-keng." ISIS, 63, 217 (1972), 143-83.
Hua (born 1910), foremost mathematician in China, before returning there in 1950 did research at major U.S., British, and Soviet centers. Biographical sketch traces his academic

and political career and comments on his most notable publications.

264. Satō, Shinji. "CHŌSHIDŌ NO HEMPŌ SHISO" (The Reform Thought of Chang Chih-tung). ACADEMIA, 17 (1957), 23-46. In Japanese.

Chang Chih-tung (1837-1909), Confucian scholar and government official (governor-general of Kwangtung-Kwangsi, 1884-89; Hupei-Hunan, 1889-1907), advocated Western-style industrial development, schools, and other reforms. He insisted that China must retain traditional Confucian values.

265. Sharman, Lyon. SUN YAT-SEN: HIS LIFE AND ITS MEANING. New York: John Day, 1934.

Influence of Western learning on China about 1900, the outflow of students to study abroad, mostly in Japan, and Sun Yat-sen's influence on Chinese student reform tendencies which developed in Japan and elsewhere.

266. Silberman, Leo. "Hung Liang-chi: A Chinese Malthus." POPULATION STUDIES, 13, 3 (March 1960), 257-65.

Contemporary with Malthus, Hung (1744-1809) was the first scholar-historian to describe and warn about overpopulation dangers. His academic career is described, his views on society, and some of his essays are included.

267. Smylie, Robert F. "John Leighton Stuart: A Missionary Diplomat in the Sino-Japanese Conflict, 1937-1941." JOURNAL OF PRESBYTERIAN HISTORY, 53, 3 (1975), 256-76.

John Leighton Stuart, esteemed Presbyterian missionary-educator in China, became U.S. ambassador to China. He attempted unsuccessfully to be a liaison between the Japanese and Chinese (and later between the Communists and Nationalists).

268. Snow, Edgar. "Red China's Gentleman Hatchet Man." SATURDAY EVENING POST, 226, 39 (March 27, 1954), 24-25+.

Chou En-lai's education, personality, and political background are included to help explain his rise to power and influence.

269. Snow, Helen Foster. THE CHINESE COMMUNISTS, SKETCHES AND AUTOBIOGRAPHIES. BOOK I: RED DUST; AUTOBIOGRAPHIES OF CHINESE COMMUNISTS. Westport, CT: Greenwood Publishing, 1972.
While Edgar Snow was in Yenan in 1937 writing RED STAR OVER CHINA, his wife recorded life stories of 24 Communist leaders, among them teachers, students, soldiers, performers, and medical doctors. Educational and social backgrounds are given, including soldiers' military training.

270. Snow, Helen Foster. MY CHINA YEARS: A MEMOIR BY HELEN FOSTER SNOW. New York: Morrow, 1984.
During 1931-30 in China, first as a U.S. Shanghai Consulate staffer and freelance journalist, then as wife of Edgar Snow, a journalist and Yenching University professor, Helen Snow met prominent Westerners and a generation of Chinese students and activists destined to lead China. The Snows aided students in organizing the December 9th Movement, climax of which was a massive Peking demonstration, December 9, 1936, to protest the Nationalist government's capitulation to Japanese territorial advances.

271. Stuart, John Leighton. FIFTY YEARS IN CHINA: THE MEMOIRS OF JOHN LEIGHTON STUART, MISSIONARY AND AMBASSADOR. New York: Random House, 1954.
Remembered as U.S. ambassador to China (1946) who shared with General George C. Marshall the unsuccessful assignment of seeking Communist-Kuomintang amity, Stuart was primarily an educator. He was born in Hangchow, 1876, to missionary parents; taught (1908-19) at Nanking Theological Seminary; and in 1919 became head of Yenching University, formed from several missionary institutions. Fiercely pro-Chinese, Stuart knew future leaders of both Communist and Nationalist movements.

272. Su, Yun-feng. "K'ANG YU-WEI CHU CHIH HSIA TI WAN-MU-TS'AO-T'ANG (1891-1898)" (Kang Yu-wei's WAN-MU-TS'AO-T'ANG: The Cradle of Reformers). BULLETIN OF THE INSTITUTE OF MODERN HISTORY, ACADEMIA SINICA, 3, 2 (1972), 421-55. In Chinese.

History, organization, curriculum, and philosophy of WAN-MU-TS'AO-T'ANG, a small school established by Kang Yu-wei, 1891, in Canton. The school, a vehicle for K'ang to express his social and educational ideas, influenced students to become leading reformers. Includes short biographies.

273. Sun, Teresa Chi-ching. "A Study of the Literary Quotation of Ch'i Pai-shih's Seal Inscriptions and Some Insights Into His Outlook of Life." ASIAN PROFILE, 9, 5 (1981), 415-21.

Ch'i Pai-shih (1863-1957), influential artist, was honorary professor, Central Art College of China; elected to the Presidential Board of the Chinese Literature and Arts Association, 1952; and elected Chairman of Chinese Artists Association. Influenced by Zen Buddhism, he believed in Confucian industriousness.

274. Takigawa, Masajirō. "EN KO YŪKI" (Peking, Tientsin and Shanghai—Impressions of Chinese Scholars). SHAKAI KEIZAI SHIGAKU (SOCIO-ECONOMIC HISTORY), 3, 10 (February 1934), 1401-14; 3, 11 (March 1934), 1533-52; 4, 1 (April 1934), 103-19; 4, 2 (May 1934), 232-41. In Japanese.

Interview-based articles on lives and works of a dozen intellectuals, including Ch'en Pao-chen, K'o Shao-min, Hu Shih, Ch'en Yuan, Tung K'ang, and Paul Pelliot.

275. T'ao, Ying-hui. "TS'AI YÜAN-P'EI YU TA HSÜEH-YÜAN" (Ts'ai Yüan-p'ei and the University Council). BULLETIN OF THE INSTITUTE OF MODERN HISTORY, ACADEMIA SINICA, 3, 1 (1972), 189-205. In Chinese.

Describes and analyzes failure of the sweeping educational reforms Ts'ai initiated in 1927-29. Education departments at all levels of the government were abolished; national education was placed under a University Council headed by Ts'ai; China was divided into locally tax supported districts, each headed by a university which supervised all other schools.

The scheme, strongly opposed by politicians, was shortly terminated.

276. Tung, Chi-ping, and Humphrey Evans. THE THOUGHT REVOLUTION. New York: Coward-McCann, 1966.

Day-to-day life of a student who in 1964 fled China at age 24. The manipulations necessary for surviving amid the waves of political changes affecting schools are graphically depicted. He saw ignorant cadres' children admitted to higher education when brilliant students were excluded, and Communist Youth League members abuse their fellow students.

277. Uno, Shigeaki. "CHŪGOKU NASHONARIZUMU NO HATTEN TO ROSHIA KAKUMEI NO EIKYŌ, CHIN DOKU-SHŪ TO RI TAI-SHŌ O REI TO SHITE" (The Development of Chinese Nationalism and the Influence of the Russian Revolution, Examples of Ch'en Tu-hsiu and Li Ta-chao). CHŪGOKU O MEGURU KOKUSAI SEIJI, EIZŌ TO GENJITSU (INTERNATIONAL POLITICS CONCERNING CHINA, IMAGE AND REALITY). Edited by Masataka Banno and Shinkichi Eto. Tokyo: Daigaku Shuppankai, 1968, pp. 129-82. In Japanese.

Compares and contrasts the acceptance of Marxism and responses to student movements by Li Ta-chao and Ch'en Tu-hsiu (Ch'en later dropped out of revolutionary leadership).

278. Wang, Ch'ü-ch'ang. YEN CHI-TAO NIEN-P'U (A CHRONOLOGY OF THE LIFE OF YEN CHI-TAO [YEN FU]). Shanghai: Commercial Press, 1936. In Chinese.

Yen Fu was the most important translator of Western works, 1896-1908: Adam Smith, John Stuart Mill, Montesquieu, others. His translations, very widely read, had major influence on modern Chinese intellectual history.

279. Wang, Erh-min. "WANG T'AO K'E SHIH CHI CH'I HSIN SSU CH'AO CHIH CH'I FA" (Wang T'ao's Propagation of New Thinking in his Education and Examination Programs). JOURNAL OF ORIENTAL STUDIES, 14, 2 (1976), 213-34. In Chinese.

Wang T'ao (1828-97), while Chinese Polytechnic Institute principal, held essay contests to encourage interest in Western sciences and ideas. Titles of many essays are analyzed, and reference books used in writing them are listed.

280. Wang, Fan-hsi. CHINESE REVOLUTIONARY: MEMOIRS 1919-49. Oxford, England: Oxford University Press, 1980.

Memoirs, heavily political, illustrate the experience of many students and intellectuals. Wang's attitudes were shaped by the May 4th Movement; he became a Communist soon after entering Peking University in 1925. Sent to Moscow with other Communist students after the Nationalist-Communist split in 1927, he became a leader of Chinese Trotskyists. Stalin, to stop their activity, closed Sun Yat-sen University and installed his own puppet to head Chinese students in Moscow. Back in China, Wang remained a Trotskyist and regained favor with the Mao regime only after China's break with Moscow.

281. Wang, Ho. "CHUNK-KUNG TUI CHIEN PO-TSAN TI TSAI P'I-P'AN" (Chinese Communists' Re-Criticism of Chien Po-tsan). MAINLAND CHINA STUDIES, 2 (March 25, 1971), 34-36. In Chinese.

The Cultural Revolution's political "re-education" of a noted historian and former Vice President of Peking University.

282. Wang, Ping. "YÜAN YÜAN YÜ CH'OU JEN CHUAN" (Yüan Yüan and CH'OU JEN CHUAN). BULLETIN OF THE INSTITUTE OF MODERN HISTORY, ACADEMIA SINICA, 4, 2 (1974), 601-11. In Chinese.

Yüan Yüan (1764-1850), administrator and scholar, wrote a collection of biographies (published 1811) of 280 Chinese scientists, a major reference work on the history of science in China.

283. Weiss, Ruth. "The Educator Tao Xingzhi." EASTERN HORIZON, 19, 8 (1980), 32-34.

Educator Tao Xingzhi (T'ao Hsing-chih) (1891-1946), disciple of John Dewey, who tried to bring the concept of democracy and free education to China.

284. Wilbur, C. Martin. "J.K. Fairbank: A Fifty-Year Memoir." CHINA QUARTERLY, 92 (December 1982), 714-19.
Review of the autobiography of the most influential U.S. China scholar, whose Harvard teaching about and writing on Chinese history have lent understanding of Chinese education and culture as well as of the sweep of events. See entry 195.

285. Worthy, Edmund H., Jr. "Yung Wing in America." PACIFIC HISTORICAL REVIEW, 34, 3 (1965), 265-87.
Yung, educated in the U.S. and the first Chinese to earn a U.S. degree, became a leading educator and proponent of China's Westernization, but was eventually exiled from China.

286. Wu, An-chia. "The CCP's Criticism of Chien Po-tsan." ISSUES AND STUDIES, 15, 9 (1979), 75-92.
Life and theories of historian Jian Bozan (1898-1968).

287. Yamaki, Yoshiko. "SAI GEN-BAI, SONO SHISŌ TO KŌDŌ TO" (Ts'ai Yüan-p'ei, His Thought and Activities). OCHANOMIZU SHIGAKU, 6 (1963), 1-19. In Japanese.
Ts'ai Yüan-p'ei (1868-1940), chancellor of Peking University: his ideas of citizenship, aesthetics, religion, and eclectic use of Western thought and Chinese tradition.

288. Yamane, Yukio. "GO-SHI UNDŌ TO SAI GEN-BAI" (The May Fourth Movement and Ts'ai Yüan-p'ei). COLLECTED ARTICLES ON CHINA, 9, 4 (1968), 352-70. In Japanese.
Ts'ai Yüan-p'ei's activities as head of Peking University during the May 4th period, students' attitudes toward him, and the Peking government's measures concerning Peking University.

289. Yamanoi, Yu. "KŌ SŌ-GI NO GAKUMON, MINGAKU KARA SHINGAKU E NO IKŌ NO ICHI YŌSŌ" (On Huang Tsun-hsi's Thoughts). BULLETIN OF TOKYO SINOLOGICAL SOCIETY, 3 (June 1957), 31-50. In Japanese.
On Huang Tsung-hsi's criticism of contemporary scholarship, his interest in science, the classics, and practical learning.

290. Yee, Chiang. A CHINESE CHILDHOOD. New York: Norton, 1963.

Well-written, sensitive autobiography of childhood experiences in turn-of-the-century China.

291. Yen, Susan Morrison. "The Renouf Papers: An American Academic in China, 1903-1910." JOURNAL OF THE RUTGERS UNIVERSITY LIBRARY, 39, 2 (1977), 98-107.

Vincent Adams Renouf (1876-1910), American, taught at the Imperial Peiyang University in Tientsin, 1905-10. His papers tell of the intellectual turmoil China experienced at that time.

292. Young, Ernest Paddock. THE PRESIDENCY OF YÜAN SHIH-K'AI: LIBERALISM AND DICTATORSHIP IN EARLY REPUBLICAN CHINA. Ann Arbor: University of Michigan Press, 1977.

China's problems in the early twentieth century became enmeshed in the old struggle over centralized versus decentralized authority. Finds in Yüan's presidency (1912-16) a pattern experienced by Third World countries as they have struggled for autonomy. Looks at education programs in Hunan, where a reform mood resisted central government interference in 1913, but the drive for universal lower elementary schooling was strong. Regardless of political stance, a broad consensus believed that modern education was a central goal. Yüan's dictatorship and his inclination to blend the new and the old slowed restructuring of the educational system. By stressing low-cost elementary schooling for the masses, Yüan took money from upper education levels.

293. Yuan, Po-p'ing. "Hua Lo-keng--Vice President of the Chinese Academy of Sciences." ISSUES AND STUDIES, 14, 10 (1978), 98-103.

Returning to China in 1950, Hua Lo-keng, eminent mathematician, emphasized scientific research which discredited him during the Cultural Revolution.

294. Yung, Wing. MY LIFE IN CHINA AND AMERICA. New York: Henry Holt, 1909.

Autobiography of Yung Wing (1828-1912), first Chinese graduate of Yale (B.A., 1854), who at age seven entered a British mission school in Macao. In 1847 he was brought to the U.S. to study by the Rev. S.R. Brown, Yale graduate. Back in China, he influenced Tsang Kwoh Fan to attach an engineering school to the Kiang Nan Arsenal, equipped with U.S. machinery which needed engineers to operate and maintain it. He introduced U.S. teaching methods. In 1871 he was chief commissioner of the Chinese government project to send students to the West.

295. Zhang, Zhongwen. "A Self-Taught Youth." EASTERN HORIZON, 20, 5 (1981), 13-16.

Career of Hsiung Ts'un-jui: early interest in music (1971), mastery of English, studies in 1979 under the Director of the Institute of Archeology. Comments on the importance of self-instruction during the Cultural Revolution in preserving the Chinese cultural heritage.

296. Zhi, Rong. "Lu Chia-hsi--New President of the Chinese Academy of Sciences." ISSUES AND STUDIES, 17, 8 (1981), 71-76.

Career of Lu (born 1915), president of the Chinese Academy of Sciences, who studied at Amoy University, where he taught after 1945.

Chapter 7

BIOLOGY EDUCATION

297. Galston, Arthur W. "No Grades, No Tests." YALE ALUMNI MAGAZINE, 35 (April 1972), 8-11.
Found (1971) no basic research under way. Describes the Biology Department, Chungshan University.

298. Hu, H.H. "Chronicle of the Biological Sciences in China." T'IEN HSIA MONTHLY, 4, 5 (May 1937), 484-97.
Projects under way at ten biological research institutions, one botanical garden and arboretum, and at biology departments of 23 colleges and universities.

299. Hurd, Paul DeHart. "Biology Education in the People's Republic of China." AMERICAN BIOLOGY TEACHER, 43, 2 (February 1981), 82-95.
Summarizes science education at the elementary and secondary levels, describes the movement for a unified biology curriculum and pre-service and in-service biology teacher education.

300. Hurd, Paul DeHart. "Precollege Biology Teaching in the People's Republic of China." SCIENCE EDUCATION, 66, 2 (1982), 141-54.
U.S. science educators found a uniform biology curriculum for all schools was being introduced, physical sciences were needed for national development, health-related biology was stressed, teachers were poorly trained, and textbooks (essentially expanded syllabi) were inappropriate to students' needs.

301. Hurd, Paul DeHart, and Edward J. Kormondy. "Biology Teacher Preparation in the People's Republic of China." AMERICAN BIOLOGY TEACHER, 45, 2 (February 1983), 83-89, 108.

Preparation of secondary school biology teachers: admission, ideological orientation, curriculum, and in-service education.

302. Mishustin, E.N. "MIKROBIOLOGIIA V KITAISKOI NARODNOI RESPUBLIKE" (Microbiology in Chinese People's Republic). PRIRODA, 5 (May 1956), 71-73. In Russian.

Findings of a U.S.S.R. Academy of Sciences delegation about microbiological research in major Chinese centers.

303. Waddington, C.H. "Biology in China." ARTS AND SCIENCES IN CHINA, 1, 3 (July-September 1963), 2-5.

Describes university and institute biology laboratories in Peking and Shanghai. Research is concentrated in Academia Sinica; universities mainly produce biologists. Surprised to find biology research not tied to agriculture and other practical needs.

Chapter 8

CHEMISTRY EDUCATION

304. Adolph, William Henry. "Chemistry in China." CHEMICAL AND ENGINEERING NEWS, 24, 18 (September 25, 1946), 2494-98.
History of Chinese science, especially chemistry. Author describes his own experience teaching chemistry after 1910, with no laboratories, textbooks, or technical terminology. Chemistry teaching attracted brilliant students.

305. Allen, Geoffrey. "Combining Mental and Manual Labor." TIMES HIGHER EDUCATION SUPPLEMENT, 93 (July 27, 1973), 12.
Manchester University (England) professor visited two leading Chinese universities in 1973, focusing on chemistry teaching.

306. Baldeschwieler, John D., ed. CHEMISTRY AND CHEMICAL ENGINEERING IN THE PEOPLE'S REPUBLIC OF CHINA. Washington, DC: American Chemical Society, 1979.
Chemistry research observed in 1978 at institutes, factories, and universities.

307. Martin, William Alexander Parsons. "Alchemy in China, the Source of Chemistry." THE LORE OF CATHAY; OR, THE INTELLECT OF CHINA. New York: Revell, 1901. Reprinted Taipei: Ch'eng-wen, 1971, pp. 44-71.

308. Pen, Shao-I. "KHIMIIA V KITAE" (Chemistry in China). VESTNIK AKADEMII NAUK SSSR, 6 (June 1953), 21-24. In Russian.

Scope and fields of research in chemistry in Communist China.

309. Spooner, Roy L. "A New Emphasis on Chemistry." WARTIME CHINA AS SEEN BY WESTERNERS. Chungking: China Publishing Co., 1942, pp. 189-203.

Despite war's damage to chemistry teaching and research, by 1942 the Chinese Chemical Society (founded 1932) had almost 2,000 members. Quality of chemistry teaching at the secondary level was poor.

Chapter 9

CIVIL SERVICE EXAMINATIONS

310. Billeter, Jean-François. "CONTRIBUTION À UNE SOCIOLOGIE HISTORIQUE DU MANDARINAT" (Contribution to a Historical Sociology of the Mandarinate). ACTES DE LA RECHERCHE EN SCIENCES SOCIALES, 15 (June 1977), 3-29. In French.
Sociological analysis of two books by sixteenth century Chinese philosopher Li Zhi which sharply criticized China's mandarin system, especially the examination system. Li Zhi deplored as arbitrary and inappropriate the use of classics examinations for selecting government officials.

311. Chang, Chung-li. THE CHINESE GENTRY: STUDIES ON THEIR ROLE IN NINETEENTH-CENTURY CHINESE SOCIETY. Seattle: University of Washington Press, 1955.
Shows the power held by China's educated class in the nineteenth century. The examination system, its merits and abuses, is analyzed in a section called "The Examination Life of the Gentry. . . ." Despite claims that examinations were open to any commoner, the advantages were heavily in favor of the wealthy and influential. The examination system eventually broke down because it could not be adapted to modern needs.

312. Chen, Ta-chi. "Examination YÜAN." THE CHINESE YEAR-BOOK 1936-37. SECOND ISSUE. Edited by Chao-ying Shih and Chi-hsien Chang. Shanghai: Commercial Press, 1936, pp. 348-62.

Established in 1930, the Examination YÜAN was the highest national government body for testing civil servants, professional specialists, and political candidates.

313. Ch'ien, Tuan-sheng. THE GOVERNMENT AND POLITICS OF CHINA. Cambridge, MA: Harvard University Press, 1950.
Chapters on politics in ancient China and in the late Ch'ing period (including movement for modern education); deals mainly with the Nationalist government, 1928-48, which set up a civil service examination system using a highly academic test. Most bureaucrats were not selected on the basis of that test.

314. Council of International Affairs, Chungking. "Examination YÜAN." THE CHINESE YEAR BOOK 1944-1945. Shanghai: China Daily Tribune Publishing Co., 1944, pp. 250-58.
In 1930 the Examination YÜAN was established as an independent body under Kuomintang patronage to oversee civil service examinations. Statistical table shows numbers of successful candidates on five types of examinations, 1931-44.

315. Creel, Herrlee G. THE ORIGINS OF STATECRAFT IN CHINA. VOLUME ONE. THE WESTERN CHOU EMPIRE. Chicago: University of Chicago Press, 1970.
Traces roots of China's civil service examinations to the fourth century B.C. Shows China's influence on the West in testing for professional competence. China's Imperial University, founded 124 B.C., trained men for government service and influenced later educational developments.

316. Cressey, Paul F. "The Influence of the Literary Examination System on the Development of Chinese Civilization." AMERICAN JOURNAL OF SOCIOLOGY, 35, 2 (September 1929), 250-62.
Cites the 2,000-year-old civil service examination as one cause of China's historic stability. Concluded that, by rigidly prohibiting originality and experimentation, the examination contributed to China's cultural stagnation and resistance to progress.

317. Ferguson, John Calvin. "The Abolition of the Competitive Examinations in China." JOURNAL OF THE AMERICAN ORIENTAL SOCIETY, 27, 1 (January-July 1906), 79-87.

Includes the summer 1905 memorial from Yüan Shih-k'ai and other viceroys, governors, and the Tartar General of Mukden requesting abolition of the classical examination system. Also includes the Imperial Edict of September 2, 1905, which ended the examinations.

318. Franke, Wolfgang. THE REFORM AND ABOLITION OF THE TRADITIONAL CHINESE EXAMINATION SYSTEM. Cambridge, MA: Harvard University Press, 1960.

Efforts up to 1898 to reform the ancient classical examinations that produced the conservative gentry class and measures that eventually led to abolition of the system in 1905.

319. Friese, Heinz. "Qualification for Office: Expertise or Character?" THE CHINESE CIVIL SERVICE. Edited by J. M. Menzel. Boston: D. C. Heath, 1963, pp. 77-83.

During the Ming period the ban against permitting sons of craftsmen and artisans to take the examinations was lifted. A hierarchy of civil service qualifications developed in which character, intellectual ability, and technical skill ranked in sharply ascending order.

320. Han, Y.S. "Civil Service Examination System in China." CHINA QUARTERLY, 3, 1 (Winter 1937-38), 167-77.

Explains the civil service system established in 1928 on recommendations made in 1921 by Sun Yat-sen. Reviews traditional pattern of ancient classical examinations which, though abolished in 1905, provided a model for China and for Western countries.

321. Hattori, Unokichi. SHINKOKU TSŪKŌ (A GENERAL ACCOUNT OF THE CH'ING GOVERNMENT). Vol. 1. Japan: Sanseido, 1905. In Japanese.

History of Hanlin Academy and the influence of and changes in the traditional examination system during the Ch'ing era.

322. Herson, L.J.R. "China's Imperial Bureaucracy: Its Direction and Control." PUBLIC ADMINISTRATION REVIEW, 17, 1 (1957), 44-53.

China's traditional civil servants, trained in Confucian ideals and ethics, created an orderly, peaceful society but failed to adjust to social and technological changes.

323. Ho, Ping-ti. THE LADDER OF SUCCESS IN IMPERIAL CHINA: ASPECTS OF SOCIAL MOBILITY, 1368-1911. New York: Columbia University Press, 1962.

The examination system aided social mobility and recruitment of able men into public service. In the early Ming period a significant proportion of commoners joined the elite by passing examinations. Great population growth and technological and institutional stagnation during the Ming-Ch'ing era made downward mobility inevitable.

324. Hu, Chang-tu. "The Historical Background: Examinations and Control in Pre-Modern China." COMPARATIVE EDUCATION, 20, 1 (1984), 7-26.

Key ideas from selected best works on imperial Chinese state examinations as basis for scholar-official class. Covers quasi-public schools, private academies, family schools, clan schools, Confucian moral learning, Mencius, and other topics.

325. Katō, Shigeshi. "SHINA NO SHAKAI" (The Society of China). IWANAMI SERIES ON ORIENTAL TRENDS OF THOUGHT, 14 (1935), 1-54. In Japanese.

Deals in part with Ming and Ch'ing dynasty bureaucracy and examination system.

326. Katsumata, Kenjirō. "PEKIN NO KAKYO JIDAI TO KŌIN" (The Period of the Grand Public Examination in Peking and the Examination-Hall). JOURNAL OF ORIENTAL STUDIES, 6 Extra Number (September 1936), 203-40. In Japanese.

Civil service examination system administered in Peking under successive dynasties.

327. Kracke, E.A., Jr. "The Chinese Civil Service and Social Mobility." THE CHINESE CIVIL SERVICE: CAREER OPEN TO TALENT? Edited by Johanna M. Menzel. Boston: D. C. Heath, 1963, pp. 1-8.

Using civil service records for 1148 and 1256, concludes that, as a group and in later contributions as civil servants, candidates from nonofficial and ordinary families "made a better showing" than did successful candidates from elite families with relatives already civil servants.

328. Kracke, E.A., Jr. "Family Versus Merit in Chinese Civil Service Examinations under the Empire." HARVARD JOURNAL OF ASIATIC STUDIES, 10, 2 (1947), 103-23.

Lists of successful candidates on civil service examinations, 1148 and 1256 A.D., including records of the official careers of their fathers, grandfathers, and great-grandfathers. Elite top officials kept power among their own descendants. The large group of officials below them were often from families with no tradition of civil service.

329. Kracke, E.A., Jr. "Region, Family, and Individual in the Examination System." CHINESE THOUGHT AND INSTITUTIONS. Edited by John King Fairbank. Chicago: University of Chicago Press, 1957, pp. 251-68.

Changes in the examination system from the mid-seventh through the nineteenth centuries. During the Sung dynasty, competition was unrestricted throughout China's empire. In 1279 with the Sung dynasty's collapse a system of regional quotas began. Although equal opportunity was a goal throughout the centuries, political realities up until 1900 favored various regions and racial groups.

330. Lucas, Christopher J. "Elitist Recruitment and the Examination System of Late Imperial China." CHINESE CULTURE, 25, 4 (December 1984), 35-55.

Though abandoned in 1905 because it was ill-suited to modern needs, the examination system for recruiting bureaucrats, in continuous use for 1,200 years, symbolized an ideal social order based on talent and ability rather than wealth or ancestry. Despite the late Ch'ing preferences given to wealthy classes, the system provided a channel of mobility and a force for sociopolitical stability in China.

331. Lui, Adam Yuen-chung. "The Academies (SHU-YÜAN) Under the Ch'ing." JOURNAL OF ASIAN HISTORY, 7, 1 (1973), 54-68.

During the Ch'ing dynasty (1644-1911), the civil service examinations and the SHU-YÜAN (institutions which prepared candidates for the examinations) were inseparable. The SHU-YÜAN, sponsored by local officials and gentry, varied with locale. Some gave students substantial financial aid; others might offer only travel grants to the most outstanding students en route to provincial examinations.

332. Makino, Tatsumi. "KANTON NO GŌZOKUSHI TO GŌZOKUFU" (Joint-Family Shrines and Genealogies in Kwangtung). RESEARCHES ON MODERN CHINA. Edited by Noboru Niida. Japan: Kogakusha, 1948, pp. 89-129. In Japanese.

Case study of the joint family shrines, closely connected with the examination system; based on Su clan records in Canton.

333. Menzel, Johanna M., ed. THE CHINESE CIVIL SERVICE: CAREER OPEN TO TALENT? Boston: D.C. Heath, 1963.

Articles analyzing the relationships between the examination and course system and social mobility.

334. Miyazaki, Ichisada. KAKYA (THE EXAMINATION SYSTEM). Osaka, Japan: Akitaya, 1946. In Japanese.

Ch'ing civil service and the collapse of the examination system.

335. Moule, George Evans. "Notes on the Provincial Examination of Chekiang of 1870, With a Version of One of the Essays." JOURNAL OF THE NORTH-CHINA BRANCH OF THE ROYAL ASIATIC SOCIETY, 6 (1869-70), 129-38.

336. Nivison, David Sheperd. "The Criteria of Excellence." THE CHINESE CIVIL SERVICE: CAREER OPEN TO TALENT?

Edited by Johanna M. Menzel. Boston: D.C. Heath, 1963, pp. 92-106.

Examples from Sung, Ming, and Ch'ing periods illustrate China's historic uneasiness about how to identify Confucian excellence. Could it be appropriately tested by the administrative procedures of a bureaucratic government?

337. Nivison, David Shepherd. "The Problem of 'Knowledge' and 'Action' in Chinese Thought Since Wang Yang-ming." STUDIES IN CHINESE THOUGHT. Edited by Arthur F. Wright. Chicago: University of Chicago Press, 1953, pp.112-45.

Ideas about education and morality that shaped the official Chinese view of the "man of talent."

338. Nivison, David Shepherd. "Protest Against Conventions and Conventions of Protest." THE CONFUCIAN PERSUASION. Edited by Arthur Frederick Wright. Stanford, CA: Stanford University Press, 1960, pp. 177-201.

Discusses several Chinese critics of the civil service examination system.

339. Oxenham, Edward Lavington. "Ages of Candidates at Chinese Examinations: Tabular Statement." JOURNAL OF THE ROYAL ASIATIC SOCIETY OF GREAT BRITAIN AND IRELAND, LONDON, NORTH-CHINA BRANCH, SHANGHAI, 23, 3 (1888), 286-87.

No age limit for those taking civil service examinations; few of the very old ever succeeded; but nearly every list contained a few youthful prodigies under age 20. Lists the ages by provinces of 1,521 successful candidates who took the CHU-JEN degree examinations in 1885.

340. Oxnam, Robert B. "Policies and Institutions of the Oboi Regency, 1661-1662." JOURNAL OF ASIAN STUDIES, 32, 2 (1973), 265-86.

The Manchu regent Oboi in the 1660s helped protect Manchu personnel, institutions, and values while ruling China. One of his concerns was that the examination system be used to promote Manchu authority.

341. P'an, Kuang-tan, and Hsiao-t'ung Fei. "City and Village: The Inequality of Opportunity." THE CHINESE CIVIL SERVICE: CAREER OPEN TO TALENT? Edited by Johanna M. Menzel. Boston: D. C. Heath, 1963, pp. 9-21.

342. Pan, Q. "The Meaning of National Examination System." CHINA CRITIC, 1 (1928), 512-15.
History of civil service selection and the examination system from pre-Confucian times to 1905, when the system was abolished. Condemns its sudden end because a transition to some appropriate modern civil service plan was needed.

343. Pelliot, Paul. "LA REFORME DES EXAMENS LITTERAIRES EN CHINE" (The Reform of the Examination System in China). ASIE FRANÇAISE, 3, 25 (April 1903), 160-65. In French.
Brief history and content analysis of civil service examinations based on memorizing from early childhood key classics and commentaries, some of them 2,000 years old.

344. Roy, W.T. "Sahibs and Mandarins. A Comparative Study of Bureaucratic Elites in India and China in the 19th Century." POLITICS, 2, 1 (May 1967), 36-47.
Compares the Indian and Chinese civil service. Finds similar methods of recruitment, with family influence and personal connections important routes to promotion. But the Chinese bureaucratic elite more often rebelled against ineffectual dynasties and maintained positive contacts with the peasantry.

345. Seybolt, Peter J., ed. "The Ch'ing Examination System." CHINESE EDUCATION, 7, 3 (Fall 1974), 1-74.
Excerpts from Miyazaki Ichidsada, THE CIVIL SERVICE EXAMINATION: CHINA'S EXAMINATION HELL, describing the Ch'ing dynasty civil service examination system, a major pillar supporting the remarkably stable structure of Confucianism. It legitimized the power of the bureaucracy and sanctioned social inequities until recent times.

346. Shang, Yen-liu. CH'ING-TAI K'O CHÜ K'AO-SHIH SHU-LA (AN ACCOUNT OF THE CH'ING CIVIL SERVICE EXAMINATIONS). Peking: San-lien Shu-tien, 1958. In Chinese.
General account of the civil service examination system of the Ch'ing dynasty (1644-1911).

347. Tanaka, Kenji. "KYŪ-SHINA NI OKERU JIDŌ NO GAKUJUKU SEIKATSU" (The Life of Private School Pupils in the Old China). JOURNAL OF ORIENTAL STUDIES, 15, 2 (January 1946), 217-31. In Japanese.
Autobiographical writings of men of letters (such as Hu Shih) illustrate the private school training used to prepare potential candidates for civil service examinations.

348. Tao, Jing-shen. "Political Recruitment in the Chin Dynasty." JOURNAL OF THE AMERICAN ORIENTAL SOCIETY, 94, 1 (1974), 24-34.
Recruitment practices during the Jurchen Chin dynasty (1115-1234) included use of civil service examinations.

349. Teng, Ssu-yü. "China's Examination System and the West." CHINA. Edited by Harley Farnsworth MacNair. Berkeley: University of California Press, 1946, pp. 441-51.
Civil service examinations, begun 165 B.C. and after 1066 A.D. given triennially, were described to Western readers by early travelers to China, beginning in 1569 A.D. Voltaire, Montesquieu, Diderot, Rousseau, Johnson, Addison, and Goldsmith admired China's examinations and paved the way for civil service examinations in Britain.

350. Usui, Jishō. "SHINA SHAKAI NO KAISŌTEKI KITEI" (Hierarchical Determinants of Chinese Society). TOA JIMBUN GAKUHO, 1, 3 (December 1941), 627-75. In Japanese.
Chinese bureaucracy and the traditional examination system.

351. Wittfogel, Karl August. ORIENTAL DESPOTISM. New Haven, CT: Yale University Press, 1957.
Analysis of the examination system as a vehicle of political indoctrination and its use by the intelligentsia.

352. Wright, Arthur Frederick, and David Shepherd Nivison, eds. CONFUCIANISM IN ACTION. Stanford, CA: Stanford University Press, 1959.
Studies pertaining to social mobility, recruitment to and examinations of the Imperial bureaucracy. Role of the clan in supporting its members' education and promotion.

353. Yang, C.K. "Some Characteristics of Chinese Bureaucratic Behavior." CONFUCIANISM IN ACTION. Edited by Arthur F. Wright and David S. Nivison. Stanford, CA: Stanford University Press, 1959, pp. 134-64.
Role of the traditional examination in forming the manner of operation of officials during China's last dynasty.

354. Yang, Martin C. "CHUNG KUO SHE HUI CH'U FEN CHIH TU TI PIEN CH'IEN" (Changes in China's Social Distinction Systems). THOUGHT AND WORD, 12, 1 (1974), 17-26. In Chinese.
The examination system under Neo-Confucianism gave authority to a few aristocratic clans; however, fluidity and mobility from other classes increased as the bureaucracy expanded.

355. Yen, Weiching William. "The Recent Imperial Metropolitan Examinations." CHINESE RECORDER, 38, 1 (January 1907), 34-39.
Account of examinations to grant official literary qualifications to 42 students returned from foreign study, ten of whom failed.

356. Zi, Etienne. PRATIQUE DES EXAMENS LITTÉRAIRES EN CHINE (THE EXAMINATION SYSTEM IN CHINA). Shanghai: Impr. de la Mission Catholique, 1894. Reprinted Taipei: Ch'eng-wen, 1971. In French.

Chapter 10

COMMUNIST IDEOLOGY AND EDUCATION

357. Anastas'eva, T.N. "BOR'BA ZA NOVUIU SHKOLU I MARKSISTSKUIU PEDAGOGIKU V KNR NA SOVREMENNOM ETAPE" (The Current Stage of the Struggle for the New School and Marxist Education in the People's Republic of China). SOVETSKAIA PEGAGOGIKA, 22, 9 (September 1958), 126-39. In Russian.

358. Arens, Richard. "Education in Communist China from 1949-1951: The Period of Policy Formation." JOURNAL OF EAST ASIATIC STUDIES, 5, 3 (July 1956), 315-25.
Analysis of primary, secondary, and higher education developments, 1949-51, showed that the Communists' three goals were to inculcate ideology, educate for production, and achieve unity of theory and practice. The October 1951 education decree, concerned with short-term and spare-time schools, intended that many leaders (cadres) be trained from worker and peasant groups.

359. Barnett, A. Doak. CADRES, BUREAUCRACY AND POLITICAL POWER IN COMMUNIST CHINA. New York: Columbia University Press, 1967.
Analysis of political and governmental structures at all levels, including the political education and selection processes.

360. Barnett, A. Doak. COMMUNIST CHINA: THE EARLY YEARS, 1949-55. New York: Praeger, 1964.

Author characterizes his early years in China as a time of rapid political consolidation, intense social revolution, and successful economic rehabilitation. His July 1952 article, "The Ideological Reform Campaign," describes the Communist effort to destroy independent thought at universities. The president of Yenching University, for example, was denounced by his own daughter.

361. Bastid, Marianne. "Economic Necessity and Political Ideals in Educational Reform During the Cultural Revolution." CHINA QUARTERLY, 42 (April-June 1970), 16-45.

During the Cultural Revolution, Maoists reacted against excluding children of workers and peasants from schooling. Analyzes the educational system, elementary school through university, and shows that control of education is a way to retain political power and also to further economic development.

362. Brown, Hubert O. "Politics and the 'Peking Spring' of Educational Studies in China." COMPARATIVE EDUCATION REVIEW, 26, 3 (October 1982), 329-51.

Influence of politics on educational research since Mao's death. Because political considerations remain paramount, the future international significance of educational research remains in doubt.

363. Bryan, Derek. "Developing Policies for Socialist Education." CHINA NOW, 77 (March-April 1978), 29-30.

Review of educational policy before and after Cultural Revolution.

364. Cham, B.N. "The Mass Line in the Chinese Revolution." SOCIAL PRAXIS, 4, 1-2 (1976-77), 101-32.

Looks at the Communist concept of mass line (i.e., the premise that the laboring masses are the true creators of history) as applied in Chinese politics. China has used the mass line to combine knowing and doing and learning and teaching (as seen in the Cultural Revolution emphasis on combining work and study).

365. Chang, Anthony Sherman. "Education." YOUTH IN CHINA. Edited by Edward Stuart Kirby. Hong Kong: Dragonfly Books, 1965, pp. 67-112.

Overriding ideological content of education weakens China's teaching of science and technology. Other problems are lack of funds, teacher shortage, and overwhelming numbers of school-age children.

366. Chao, Chung. STUDENTS IN MAINLAND CHINA. Hong Kong: Union Research Institute, 1956.

Analyzes various aspects of education. All schools are centrally supervised and politically controlled and teachers' first responsibility is to give political education.

367. Chen, Kuan-yu. EDUCATION IN THE PEOPLE'S REPUBLIC OF CHINA. Storrs: World Education Project, University of Connecticut, 1973. ERIC ED 091 308.

Communist educational ideology as implemented before and after the Cultural Revolution.

368. Chen, Theodore H.E. THE CHINESE COMMUNIST REGIME: DOCUMENTS AND COMMENTARY. New York: Praeger, 1967.

Student and youth policy are among topics of 44 official Communist documents, Document 1, Proclamation of the Central People's Government of the People's Republic of China (Read by Mao, October 1, 1949); 40, Rules of Conduct for Students, May, 1955; 41, Constitution of the All-China Student Federation, 1955; and 42, Education Must be Combined with Productive Labor, 1958. Commentary cites the influence on education of the continuing tension between ideology and realism.

369. Chen, Theodore H.E. "Chinese Education after Mao: More Revolutionary or More Academic?" TEACHERS COLLEGE RECORD, 79, 3 (February 1978), 365-88.

Reviews shifts in education policy since 1949, describes changes since Mao's death, and conjectures that future policy will favor a combination of academic and revolutionary models, rejecting extreme Maoism.

370. Chen, Theodore H.E. "Education and Propaganda in Communist China." ANNALS OF THE AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE, 277 (September 1951), 135-45.

Education, indoctrination, and propaganda are indistinguishable. The Korean War hastened the end of Christian schooling. At the same time Soviet influence grew.

371. Chen, Theodore H.E. "Education in Communist China: Aims, Trends, and Problems." CONTEMPORARY CHINA. Edited by Ruth Adams. New York: Pantheon Books, 1966, pp. 257-80.

Through education the Communists hoped to consolidate their rule and establish a Communist society. Maoist propaganda downgraded intellectuals and upgraded the working class.

372. Chen, Theodore H.E. "Mainland China: The Red Storm over Asia." BEHIND THE IRON CURTAIN—SOVIET SATELLITE STATES—EAST EUROPEAN NATIONALISM AND EDUCATION. Edited by Joseph S. Roucek and Kenneth V. Lottich. Caldwell, ID: Caxton Printers, 1964, pp. 547-96.

The direction of education came from the 1954 Constitution and the 1958 five-year plan, which required education to serve politics, promote production, and follow Communist goals. Elementary schooling, for which parents paid, combined work and study and emphasized one spoken language. Afterwards most children took jobs because of limited junior high places. Those continuing schooling also worked part-time. China's poverty has slowed efforts to end illiteracy and extend educational opportunity to all. Anti-intellectual, anti-Western propaganda typified education after 1949.

373. Chen, Theodore H.E. "The New Education in Communist China." SCHOOL & SOCIETY, 71, 1839 (March 18, 1950), 166-69.

Basic education policies stated in Chapter V of the Communist "Common Program" called for strong emphasis on political education, science and technology, and little emphasis on social sciences and liberal arts. These changes created deep apprehension among U.S. missionaries and Chinese Christian educators.

374. Chen, Theodore H.E. "The New Socialist Man." COMPARATIVE EDUCATION REVIEW, 14, 1 (February 1969), 88-95.
Remolding Chinese life is a result of a conscious reeducation process. Programs to establish models of the "new man" are discussed, as well as "emulation campaigns" spread by formal and informal education. Persistence of old values is a major source of resistance to change.

375. Chen, Theodore H.E. "Whither Communist China?" SOCIAL EDUCATION, 28, 3 (March 1964), 128-30.
Future is uncertain because of the Communist dilemma over pursuing ideology or realism. Identifies 1958 as the year when widespread disillusion developed because life was still hard, intellectuals were tired of thought control, and such major changes as establishing communes destroyed popular enthusiasm and motivation.

376. China Research Associates. "Culture and Education." COMMUNIST CHINA YEARBOOK 1962. Edited by China Research Associates. Hong Kong: China Research Associates, 1963, pp. 419-39.
Evidence of a return to stressing doctrinal enthusiasm (i.e., "redness" over academic "expertness") was seen in the third meeting of the Committee of the Philosophical and Social Science Department of the Chinese Academy of Sciences and in Ch'en Yi's speeches to Peking's higher education graduates and science and technology workers.

377. Chou, Tzu-ch'iang. "Observations on the Chinese Communists' Anti-Confucius Campaign." ISSUES AND STUDIES, 10, 5 (February 1974), 18-43.
Criticizes Communists' drive against traditional Confucian culture. Believes they will suffer for glorifying totalitarian ancient emperor Chin Shih Huang, who burned books and buried scholars alive.

378. Chu, Donald. "Sport in the People's Republic of China: Selected Issues." Paper presented at the American Alliance for Health, Physical Education, and Recreation, Kansas City, MO, April 1978. ERIC ED 161 855.

Contrasts Marxist/Maoist interpretations of sport with those of the West. China sometimes stresses that sport should enhance cooperation, not competition, and that it should help in the country's modernization.

379. Cleverley, John. "Ideology and Practice: A Decade of Change and Continuity in Contemporary Chinese Education." COMPARATIVE EDUCATION, 20, 1 (1984), 107-16.

The ultra leftist Cultural Revolution ideology saw education shortened and politicized. Post-1976 reaction favored the academic. Early 1980s saw an eclectic mix of pre- and post-1976 educational approaches to solve China's problems.

380. Denliger, P.B. "Report from Communist China." CONTEMPORARY JAPAN, 22, 7-9 (1953), 439-71.

Compares promises made by the Communists to the actual life of peasants, workers, and students.

381. Ellegiers, Daniël. "Ideology and Education in Communist China." JOURNAL OF SOUTH EAST ASIA AND THE FAR EAST, 2 (1969), 149-58.

Communist leaders see the contradiction between ideology and education: to meet national economic needs, workers and peasants need schooling; but if that schooling develops initiative and ingeniuty, ideological purity is threatened.

382. Fang, Cheng. "Reform Work in the Chinese Communist Educational System." CHINESE EDUCATION, 2, 4 (Winter 1970-71), 228-64.

383. Gilliom, M. Eugene. "Citizenship Education in the People's Republic of China." THEORY INTO PRACTICE, 17, 5 (December 1978), 389-95.

Describes the heavy political content of early childhood education, primary and secondary education.

384. Glassman, Joel N. "Obstacles to Policy Implementation in Communist China: The Struggle for Educational Reform." ASIA QUARTERLY, 1 (1979), 3-26.

Exposes Communist failures to make promised education reforms. Barriers to change: surviving traditional Chinese and Western educational values, vacillating and conservative leadership, and ineffective control of people responsible for policy implementation. One purpose of the Cultural Revolution was to overcome these barriers and reassert educational reform.

385. Goldberg, Brigitte. "ARBEJDERNE FOSTRER DERES EGNE INTELLEKTUELLE" (The Workers Produce Their Own Intellectuals). BIBLIOTEK, 70, 5 (1975), 114-17. In Danish.

Sees Maoism in practice at a Peking publishing house. The Party committee in charge ran study groups and chose workers for university admission.

386. Grobois, C. "REGARDS SUR L'ÉDUCATION NATIONALE EN CHINE POPULAIRE" (Comments on National Education in the People's Republic of China). POLITIQUE ÉTRANGÈRE, 27, 1 (1962), 15-37. In French.

Major educational needs are to simplify the written language and to reconcile ideology with curriculum. Educational standards suffer because production and schooling are combined. Scientific research lacks highly trained personnel.

387. Ho, Thomas C.K. "Educational Revolution in the People's Republic of China." CONTEMPORARY EDUCATION, 45, 3 (1974), 170-73.

Discusses ways China has used education to bring about revolutionary change and a socialist state.

388. Hu, Chang-tu. "Communist Education: Theory and Practice." CHINA QUARTERLY, 10 (April-June 1962), 84-97.

After a century-long search for its modern identity, China is controlling and using education to serve proletarian politics and to maximize national power by industrialization.

389. Hu, Chang-tu. "The 'New Era' in China's Education Revolution." HARVARD EDUCATIONAL REVIEW, 51, 1 (1981), 117-25.
Educational developments since 1976: themes, tensions, and potential for fostering stability and unity.

390. Hu, Chang-tu. "Recent Trends in Chinese Education." INTERNATIONAL REVIEW OF EDUCATION, 10 (1964), 12-19.
Academic standards were lowered during the Great Leap Forward; creativity and personal aspirations were stifled. In the early 1960s education stressed technical proficiency and expertise instead of ideological conformity.

391. "Ideological Education of Youngsters." BEIJING REVIEW, 22, 24 (June 15, 1979), 7-8.
Forum of headmasters and teachers consider ways to instill revolutionary ideals in students.

392. Kraft, Richard J. "Experiential Learning in Revolutionary and Post-Revolutionary China." Paper presented at the American Educational Research Association, San Francisco, April 1979. ERIC ED 173 194.
Communists have stressed experience-based learning since the 1930s, as espoused by Mao in "On Practice," which stated that practice takes precedence over theory. Setbacks occurred after the Great Leap Forward failures and after 1976, when professionalism replaced Cultural Revolution excesses.

393. Kuo, Mo-jo. "Report on Cultural and Educational Work." CULTURE AND EDUCATION IN NEW CHINA. Peking: Foreign Languages Press, 1951, pp. 1-19.
Report, June 17, 1950, by chairman of Committee of Cultural and Educational Affairs deals with the political studies movement and problems of implementing cultural and educational policy.

394. Lewis, John Wilson, ed. MAJOR DOCTRINES OF COMMUNIST CHINA. New York: W. W. Norton, 1964.

Contains official Party documents along with writings of ordinary citizens and major leaders. One chapter is on "Intellectuals, the Arts, and Education."

395. Lin, Chen. "Politics and Educational Development in China: Patterns of Change and Continuity, 1949-1973." ASIAN FORUM, 5, 4 (1973), 21-33.

Fluctuating emphases in Chinese education since 1949 reflect contradictory goals of promoting social revolution and facilitating economic development.

396. Lindsay, Michael Francis Morris. "China, Part III: Communist Areas." THE YEAR BOOK OF EDUCATION 1949. Edited by G. B. Jeffery et al. London: Evans Brothers, 1949, pp. 621-26.

Sections include: Literacy at Yenan, Deliberate Diversity, People-Managed Schools, and Advances in Literacy.

397. Lofstedt, Jan-Ingvar. CHINESE EDUCATIONAL POLICY; CHANGES AND CONTRADICTIONS, 1949-79. New York: Humanities Press, 1981.

Analyzes education under Communism, 1949-79; uses a dialectical-comparative framework and evaluates educational and economic indicators. Includes chapters on Marxist educational theory as interpreted by Mao and on the Soviet impact on Chinese education. Compares China's educational achievements with those of the U.S.S.R. and Taiwan. Reviews major changes in Chinese educational policy and their political meaning.

398. Munro, Donald J. "The Malleability of Man in Chinese Marxism." CHINA QUARTERLY, 48 (October-December 1971), 609-40.

During the first decade (1949-59), Communists stressed uniformity in education, but Mao then saw that uniformity was prejudicial to rural students. By the mid-1960s, manual labor was combined with education, and curriculum variations were permitted.

399. Munro, Donald J. "Man, State, and School." ACADEMY OF POLITICAL SCIENCE PROCEEDINGS, 31, 1 (March 1973), 121-43.

China merges academic and moral education as part of the state's obligation to foster students' social nature. In the U.S. each student's right to satisfy personal interest is protected, except when it might injure others.

400. Munro, Donald J. "Man, State, and School." CHINA'S DEVELOPMENTAL EXPERIENCE. Edited by Michel Oksenberg. New York: Praeger, 1973, pp. 121-43.

Explores Chinese ideas regarding human nature and the role of the state and its educational institutions.

401. "A Network for Popularizing Socialist Education: Report on an Investigation Conducted in Nanan Hsien, Fukien Province." CHINESE EDUCATION, 5, 1-2 (Spring-Summer 1972), 66-81.

402. Pepper, Suzanne. "Education and Political Development in Communist China." STUDIES IN COMPARATIVE COMMUNISM, 3, 3-4 (July-October 1970), 132-57.

Education policy reflects conflicting ideological and economic drives: educating workers and peasants, finding jobs for the educated, and teaching political values.

403. "Political Education." Quarterly Chronicle and Documentation. CHINA QUARTERLY, 47 (July-September 1971), 593-95.

Describes major campaign of political re-education; i.e., to expunge superficial knowledge of Marxism, especially when coupled by arrogance, and replace this elitism with "serve the people" attitude by combining study and practical experience.

404. Price, Ronald F. "Chinese Textbooks, Fourteen Years On." CHINA QUARTERLY, 83 (1980), 535-50.

Chinese textbooks have not changed much, with Confucian filial piety replaced by not-too-dissimilar Communist Party paternalism.

405. Price, Ronald F. "Educating Successors to Which Revolution in China." CANADIAN AND INTERNATIONAL EDUCATION, 8, 2 (1979), 34-46.

Despite advances since 1949, China has so far failed to establish a school system that assures the masses an intrinsically socialist education.

406. Schurmann, Herbert Franz. IDEOLOGY AND ORGANIZATION IN COMMUNIST CHINA. 2nd ed. Berkeley: University of California Press, 1968.

Interprets theories of national development and discusses the Party's concepts of state and society, reliance on Marxist principle of contradictions, and on centralization and decentralization processes. A 1957 speech by Mao identified China's three social groups as workers, peasants, and intellectuals. Intellectuals, less easily swayed by ideology, frustrated Mao by their elitism although development needs required educating more intellectuals. Says the red-versus-expert contradiction is the most important in China.

407. Schurmann, Herbert Franz. "Organization and Response in Communist China." ANNALS OF THE AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE, 321 (January 1959), 51-61.

China controls the people through grass roots organization. Everyone meets frequently with one or more "study groups" for self criticism and ideological indoctrination. Thus Communist policy is spread throughout China.

408. Seifman, Eli. CONTEMPORARY EDUCATION IN CHINA: A COURSE DESIGN. OCCASIONAL PAPER SERIES NO. 76-2. Stony Brook: State University of New York, American Historical Association Faculty Development Program, 1976. ERIC ED 128 260.

Outline of a college-level course about educational policy and practice in China since 1949. Includes a bibliography of books published since 1965 about education and related topics.

409. Seybolt, Peter J., ed. "Educational Guidelines in 1974: Documents from RED FLAG and STUDY AND

CRITICISM." CHINESE EDUCATION, 8, 1 (Spring 1975), 1-127.

Documents indicate these educational guidelines for 1974: reiteration of Cultural Revolution policy of consulting peasants on educational questions, continuation of political and ideological instruction while relating study to practical tasks, opposition to rote teaching, support for expanding urban technical education and rural schools at all levels, and help for rusticated youths in adjusting to rural life (especially with more and better rural schools).

410. Shirk, Susan L. "Educational Reform and Political Backlash: Recent Changes in Chinese Educational Policy." COMPARATIVE EDUCATION REVIEW, 23, 2 (June 1979), 183-217.

Debunks past and recent shifts in educational policy. Mao's desire to include poor and middle class peasants was political and caused excesses that destroyed schooling. Post-Mao policies that favor urban key point schools will limit opportunity for the majority.

411. Stein, Gunther. "A People Goes to School." CHALLENGE OF RED CHINA. New York: McGraw-Hill, 1945, pp. 260-67.

Describes the educational networks Communists spread over areas they control.

412. Teiwes, Frederick C. "Restoration and Innovation." AUSTRALIAN JOURNAL OF CHINESE AFFAIRS, 5 (1981), 167-77.

Discusses tension between restoring Party leadership and encouraging innovations by highly trained professionals in the wake of the Fifth Plenum of the Party's 11th Central Committee (February 1980).

413. "Third World Education." HARVARD GRADUATE SCHOOL OF EDUCATION ASSOCIATION BULLETIN, 20, 2 (1976), 1-32.

How the Chinese education system has tried to meet the ideological requirements of a socialist society.

414. Townsend, James R. POLITICS IN CHINA. Boston: Little, Brown, 1974.

Education, under intensive state control, has been an important and often controversial agent in changing Chinese society. Elementary and secondary education expanded rapidly, 1949-60. After 1960 the universal literacy drive continued and conflict heightened over the "red versus expert" dichotomy, which climaxed in the Cultural Revolution's egalitarianism.

415. Unger, Jonathan. EDUCATION UNDER MAO: CLASS AND COMPETITION IN CANTON SCHOOLS, 1960-1980. New York: Columbia University Press, 1982.

In 1960-80, China's school system swung from being elitist to radical egalitarian and back again, as illustrated by Canton schools. Focuses on the problem of educational and vocational opportunity common to many developing countries but critical in China.

416. Wang, Hsüeh-wen. "The Chinese Communist Educational Policy and the Leadership Struggle." ISSUES AND STUDIES, 13, 7 (July 1977), 64-75.

Examines the definition of education in China's 1954 constitution and the subsequent struggles in implementing the principle that education should serve proletarian politics and combine mental with productive labor.

417. Wang, Hsüeh-wen. "Current Educational Policy on the Chinese Mainland." ISSUES AND STUDIES, 11, 10 (1975), 27-43.

Background of China's mid-1970s educational policy, which used schools for political and ideological indoctrination.

418. Wang, Hsüeh-wen. "The Development and Impact of the Chinese Communist Education Revolution." ISSUES AND STUDIES, 9, 2 (1972), 19-28.

Educational reform based on Communist Party ideology, 1958-72.

419. Wang, Hsueh-wen. "The Yenan Experience and the 'Educational Revolution.'" ISSUES AND STUDIES, 8, 6 (1972), 68-74.

Educational policy of the Communist Party, 1930s to 1971.

420. Watnick, M. "Continuity and Innovation in Chinese Communism." WORLD POLITICS, 6, 1 (October 1953), 84-105.

Thesis is that Maoism, not a deviation from Leninism, is a logical culmination of Lenin's tendency to qualify as revolutionary whatever groups accepted his doctrines. Cites other China experts who agree that intellectuals were important in the Chinese revolution and that the Communist regime is supported by most of the intelligentsia.

421. Willis, Harold Robert. SOVIETIZED EDUCATION: A STUDY OF SOVIET EDUCATION AND SOME OF ITS EFFECTS. New York: Exposition Press, 1965.

In showing U.S.S.R. influence on Chinese education, discusses remolding ideology through thought control, replacing theory with practical aspects of education, and self-criticism sessions that stress serving others by communal effort.

422. "Workers, Peasants and Soldiers Studying Philosophy: A Sharp Weapon in Transforming Land." PEKING REVIEW, 16, 51 (December 21, 1973), 16-19.

Examples from Kwangsi show that the study of Marxist philosophy improved agriculture and doubled grain output.

423. Yahuda, Michael. "Political Generations in China." CHINA QUARTERLY, 80 (1979), 793-805.

Political changes have led to uniquely different types of schooling. For example, the 1950s generation was influenced by Soviet education while school age youths during the Cultural Revolution were a lost generation.

See also Chapter 35, MAO TSE-TUNG AND MAOISM IN EDUCATION.

Chapter 11

COMPARATIVE AND INTERNATIONAL EDUCATION

424. Adams, Don. EDUCATION AND MODERNIZATION IN ASIA. Reading, MA: Addison-Wesley, 1970.

Case studies from China, Japan, and India illustrate the role of education in social change. Education is viewed as a social system.

425. Alston, Frances Kemper. "Early Childhood Rearing Practices in the People's Republic of China." Paper presented at the American Educational Research Association, San Francisco, April 1976. ERIC ED 124 287.

Concludes, in comparing U.S. and Chinese childrearing, that some developmental landmarks Americans consider universal are, instead, culture bound.

426. Arnold, Julean H. "Educating the East to Know the West: Nothing to Train the West to Know the East." CHINA WEEKLY REVIEW, 31 (January 24, 1925), 218-19.

East (China) and West need to understand each other's education and culture.

427. Arnove, Robert F. "A Comparison of the Chinese and Indian Education Systems." COMPARATIVE EDUCATION REVIEW, 28, 3 (August 1984), 378-401.

Compares illiteracy rates, equality of educational opportunity at all school levels (including dropouts by gender and urban-rural areas), examination systems, unemployed school leavers, and dependence on foreign models.

428. Arnove, Robert F. "Educational Policy in China and India: The Problems of Overcoming the Work/Study Dichotomy." PHI DELTA KAPPAN, 65, 7 (March 1984), 473-85.

China and India have common educational problems but have used different strategies for solving them: India has sought human resource development; China has used large-scale campaigns to level privilege and promote worker-peasant interests. Neither country has an adequate educational system despite impressive achievements.

429. Blouin, Virginia et al. AREA STUDIES: CHINA. Chelmsford, MA: Chelmsford Public Schools, 1972. ERIC ED 090 098.

Outline of a course of study for U.S. elementary students on the history, geography, languages, and culture of China. Compares a Chinese student's and American student's school day.

430. Boocock, Sarane Spence. "Youth in Three Cultures." SCHOOL REVIEW, 83, 1 (November 1974), 93-111.

Life for China's young is markedly different from that of the young in the U.S. and Israel. During the Cultural Revolution, the trend was for less schooling and less teacher authority. China's young held full-time jobs or combined work with study. Chinese youth, strongly supervised and actively discouraged from early marriage and child bearing, has had no separate subculture.

431. Buchanan, Keith. REFLECTIONS ON EDUCATION IN THE THIRD WORLD. Nottingham, England: Bertrand Russell Peace Foundation for Spokesman Books, 1975.

Contrasts education in China with education in other developing countries.

432. Chen, Theodore H.E. "Postwar Education in Japan and China." GRADUATE STUDIES IN A WORLD REBORN: THE PROCEEDINGS OF THE TWENTY-FIFTH ANNIVERSARY OF THE FOUNDING OF THE GRADUATE SCHOOL OF THE UNIVERSITY OF SOUTHERN CALIFORNIA, JANUARY 25-28, 1945. Edited by Emory S. Bogardus. Los Angeles: University of Southern California Press, 1945, pp. 99-102.

Recommends that Chinese educators help rebuild postwar Japanese education because of cultural (especially language) similarities. Predicted that education in China would stress ending illiteracy, extending schooling, and spreading scientific and technical knowledge.

433. Coombs, Fred S., and Richard L. Merritt. "The Public's Role in Educational Policy-Making: An International View." EDUCATION AND URBAN SOCIETY, 9, 2 (February 1977), 167-96.

China is one of seven countries (others are U.S., France, Italy, England, Sweden, West Germany) used as examples of the trend for larger direct public participation in making educational policy.

434. Eells, Walter Crosby. COMMUNISM IN EDUCATION: IN ASIA, AFRICA AND THE FAR PACIFIC. Washington, DC: American Council on Education, 1954.

Assesses first five years of Chinese education under Communism. Concludes that freedom of thought has been replaced by repression. A major higher education goal was to end U.S. influence and "reform" Western-educated intellectuals. By late 1952 all Christian colleges were closed.

435. Flavell, John H. et al. "A Comparison Between the Development of the Appearance-Reality Distinction in the People's Republic of China and the United States." COGNITIVE PSYCHOLOGY, 15, 4 (October 1983), 459-66.

U.S. and Chinese children, ages 3-5, performed similarly on experiments to assess their ability to distinguish between and correctly identify real versus apparent object properties (color, size, shape), object identities, object presence-absence, and action identities.

436. Hans, Nicholas. COMPARATIVE EDUCATION. London: Routledge and Kegan Paul, 1963.

China is among many countries discussed in this historical treatment of education systems as they reflect their societies and cultures.

437. Harbison, Frederick H. "Strategies for Human Resource Development." LECTURES AND METHODOLOGICAL ESSAYS ON EDUCATIONAL PLANNING. LECTURES GIVEN AT THE HUMAN RESOURCES DEVELOPMENT TRAINING COURSE, 1964. Paris: OECD, 1966.

Case studies from China, Colombia, Egypt, and Nyasaland (now Malawi) illustrate problems of educational planning.

438. Hofmann, Richard J., and Mary L. Trepanier. "A Cross-Cultural Influence on Some Basic Graphic Representations of Young Chinese and American Children." JOURNAL OF GENETIC PSYCHOLOGY, 141, 2 (1982), 167-76.

Chinese children performed better than U.S. children, both aged 4-6, in graphic representations of 11 Euclidean models.

439. Hsiao, Hsiao Hung. "The Mentality of the Chinese and Japanese." JOURNAL OF APPLIED PSYCHOLOGY, 13 (February 1929), 9-31.

Reviews psychological studies made of Chinese and Japanese.

440. Hsiao, Hsiao Hung. "Psychology of Chinese Children." CHUNG HUA EDUCATIONAL REVIEW, 23, 7 (1936), 11-20.

Concludes that Chinese children are superior to U.S. children in intelligence and perception; Chinese-U.S. differences in language ability are uncertain; and Chinese boys and girls have similarities and differences in emotional responses, personality inclinations, and suggestibility.

441. King, Edmund J. "Chinese Educational Development in Comparative Perspective." COMPARATIVE EDUCATION, 20, 1 (1984), 165-81.

Description of current school system with some comparisons to other countries. Also refers to insights from this 13-article, special, "Education in China" issue.

442. King, Edmund J., ed. COMMUNIST EDUCATION. London: Methuen, 1963.

Essays examine Communist education to show its adaptations to cultures as diverse as those of China, East Germany, and Poland, indicating modifications of earlier unsuccessful policies.

443. Kraft, Richard J. "A Comparative Analysis of Individualism and Collectivism in Post-Industrial America and Post-Revolutionary China." Paper presented at the Rocky Mountain Educational Research Association, Albuquerque, November 1978. ERIC ED 183 465.

Collectivist versus individualistic attitudes in China and the U.S. are compared, emphasizing their effects on educational objectives and practice. Though China is collectivist, major educational changes have stressed such individualistic aspects as excellence, achievement, and selection on the basis of ability.

444. Kwong, Julia Chak-sin. "Book Reviews of Jan-Ingvar Lofstedt, CHINESE EDUCATIONAL POLICY: CHANGES AND CONTRADICTIONS, 1949-79 (Stockholm: 1980), and Theodore H. E. Chen, CHINESE EDUCATION SINCE 1949: ACADEMIC AND REVOLUTIONARY MODELS (New York: 1981)." COMPARATIVE EDUCATION REVIEW, 28, 3 (August 1984), 521-22.

Besides content review, praises Lofstedt's comparison of U.S.S.R., Chinese, and Taiwanese educational theories and Chen's sympathy for the plight of China's intellectuals. See entries 397 and 1364.

445. Lewis, Robert Ellsworth. THE EDUCATIONAL CONQUEST OF THE FAR EAST. New York: Revell, 1903.

Education at all levels in Japan and China. Describes China's traditional training for civil service examinations, the pervasive Confucian education influence, the 1898 education reforms, the rise of modern colleges (with American W. A. P. Martin as a leader), and rising missionary presence.

446. Parker, Franklin. "China and Schools." ALPHA DELTA KAPPAN, 7, 2 (Fall 1977), 9-12.

Comparisons between education in China and the U.S., full of contrasts, show China's efforts to build selfless servants of the state.

447. Price, Ronald F. MARX AND EDUCATION IN RUSSIA AND CHINA. London: Croom Helm, 1977.
Examines Marx's writings on education and analyzes how Communists in Russia and China have conducted schools. Describes their educational systems, the need to link schooling with productive labor, relations between education and the economy, and nonformal education. Concludes that both countries have produced extended education but neither has implemented Marx's educational ideas.

448. Riessman, Frank. "Postscript: The Politics of Human Service: China and the United States." SOCIAL POLICY, 2, 6 (March-April 1972), 35-39.
Both China and the U.S. emphasize on-the-job training, one danger of which is to neglect fundamental research. In China, health services and education are valued in their own right, rather than to make workers more efficient and productive. Traditional professional elitism is disdained in China, where professionals lack political power.

449. Thut, I.N., and Don Adams. EDUCATIONAL PATTERNS IN CONTEMPORAY SOCIETIES. New York: McGraw-Hill, 1964.
Historical treatment and interpretation of the control, expansion and structural changes in education in China, Spain, Germany, France, England, U.S.S.R., Japan, Latin America, India, and North America.

450. Tilley, Prue. "Education in Britain and China." CHINA NOW, 75 (November-December 1977), 26-27; 77 (March-April 1978), 24-28.
Compares how Britain and China teach children about heroes, work after schooling, military service, class divisions, role of examinations, and goals of education.

451. Walker, Beverly May. "Ideological Underpinnings of Education: China and the West." AUSTRALIAN AND NEW

ZEALAND JOURNAL OF SOCIOLOGY, 12, 2 (June 1976), 101-05.

Comparison of China's education with Western education revealed that China stressed moral development while the West stressed intellectual development. China blended morality and politics by emphasizing "serve the people" and blended education and propaganda by stressing only one set of values.

452. Whyte, Martin King. "Educational Reform: China in the 1970s and Russia in the 1920s." COMPARATIVE EDUCATION REVIEW, 18, 1 (February 1974), 112-28.

Discusses education in China and Russia in two different chronological periods. Shows similarities between the two sets of reforms and differences in emphasis and detail. Of particular significance are differences in social setting and the directions that these educational changes have taken as preparation for life.

453. Woodside, Alexander. "Problems of Education in the Chinese and Vietnamese Revolutions." PACIFIC AFFAIRS, 49, 4 (Winter 1976-77), 648-66.

In traditional China, education was the route to upward political mobility. From earliest days, Chinese Communists scrutinized education and debated its practices. Since 1949 school policies have changed often to fit the prevailing political mood. Vietnamese revolutionaries accepted "specialization" in education more than did the Chinese.

Chapter 12

CONFUCIANISM AND ANTI-CONFUCIANISM

454. Chang, C. "KONFUZIANISMUS UND CHINESISCHER KOMMUNISMUS" (Confucianism and Chinese Communism). OSTEUROPA, 10 (April 1960), 228-37. In German.

Chinese Communists long opposed Confucianism as the base of traditional Chinese society. Before 1950 opposition was direct; afterwards it was more subtle, damning with faint praise.

455. Cheng, F.T. "Confucianism." THE YEAR BOOK OF EDUCATION 1951. Edited by Joseph A. Lauwerys and Nicholas Hans. London: Evans Brothers, 1951, pp. 252-61.

Calls Confucianism "the most constant cohesive force in Far East civilization." Defines the true Confucian, explains that traditional Chinese education, basically philosophical, was intended to produce moral character.

456. Chiao, Chien. "Some Aspects in Transmission of Confucian Tradition." BULLETIN OF THE INSTITUTE OF ETHNOLOGY, ACADEMIA SINICA, 32, 3 (August 1971), 325-42.

457. Chu, King. "China: Confucian Tradition." THE YEAR BOOK OF EDUCATION 1951. Edited by Joseph A. Lauwerys and Nicholas Hans. London: Evans Brothers, 1951, pp. 635-46.

Aims of Confucian education, its history and European impact, and seven problems of education in China, including conflict over political ideology.

458. Corradini, Piero. "NOTE SULLA CAMPAGNA DI CRITICA A LIN PIAO E CONFUCIO" (Notes on the Campaign of Criticism Against Confucius and Lin Piao). MONDO CINESE, 4, 14 (1976), 43-56. In Italian.

Mao's anti-Confucian, anti-Lin Piao campaign was part of a long history of attacks on the Confucian philosophical tradition that climaxed with the 1919 May 4th Movement led by students and other intellectuals.

459. Levenson, Joseph Richmond. CONFUCIAN CHINA AND ITS MODERN FATE, VOL. 1, THE PROBLEM OF INTELLECTUAL CONTINUITY. Berkeley: University of California Press, 1966.

In twentieth century China Confucianism became a part of history, not the condition for its history. The West helped produce the anti-Confucian demand that China revise its national heritage.

460. Loewe, Michael. IMPERIAL CHINA: THE HISTORICAL BACKGROUND TO THE MODERN AGE. New York: Praeger, 1966.

The chapter, "Cultural Development," observes that almost all children taught to read in China between 1300 and 1900 had to memorize the four books thought to contain the essence of Confucian doctrine.

461. Louie, Kam. "Salvaging Confucian Education (1949-1983)." COMPARATIVE EDUCATION, 20, 1 (1984), 27-38.

Educators have tried since 1949 to show that aspects of Confucian educational thought are compatible with and complement Marxism. Sections on U.S.S.R. influence, Sinicising Marxist education, Cultural Revolution anti-Confucius effort, and Confucianism after Mao.

462. Mei, K.T. "The New Chinese Scholar." CHINESE CULTURE, 22, 3 (September 1981), 24-31.

Condemns the traditional Chinese scholar as impractical, selfish, and rude. Praises the ideal Confucian scholar as a superior man and foresees a similar breed of scholars, influenced by the West.

463. Sakai, Tadao. "Confucianism and Popular Educational Works." SELF AND SOCIETY IN MING THOUGHT. Edited by William Theodore de Bary. New York: Columbia University Press, 1970, pp. 331-66.

In Ming China Confucianism was not only disseminated downward by traditional teaching but also penetrated upward through popular thought. With printing available and literacy spreading, the content of encyclopedias and other books used by civil service candidates reflected popular interests.

464. Seybolt, Peter J., ed. "The Campaign Against Confucius and Confucianism." CHINESE EDUCATION, 7, 1-2 (Spring-Summer 1974), 1-248; 7, 3 (Fall 1974), 75-136.

Over 20 articles in two issues about Confucius, his educational ideas and influence, and the Communist anti-Confucius campaigns. All show the regime's antipathy to established tradition represented by Confucian thought.

465. Smith, Douglas C. IN THE IMAGE OF CONFUCIUS: THE EDUCATION AND PREPARATION OF TEACHERS IN TAIWAN. Taipei: Pacific Cultural Foundation, 1983.

The traditional education system and civil service examinations were based on Confucian classics. Describes Confucius' career as a teacher and his legacy to Chinese education.

466. Wang, Hsüeh-wen. "The Development of the Maoists' Criticism of Confucius Movement." ISSUES AND STUDIES, 10, 6 (March 1974), 32-54.

Explains Communists' criticisms of Confucianism by examining their interpretation of history, historical figures, Confucian values, political views, educational theories.

467. Wren, Christopher S. "A Return to the Thoughts of Confucius." NEW YORK TIMES, October 14, 1984, p. E7.

Reversing Maoist criticism of Confucius, bitterly attacked during the 1966-76 Cultural Revolution, the present regime is reviving his fame. They welcome Confucianism for its respect for education, emphasis on official rectitude, and regard for authority.

468. Yamanoi, Yū. "KO EN-BU NO GAKUMONKAN 'MINGAKU KARA SHINGAKU E NO TENKAN' NO KANTEN KARA" (Ku Yen-wu's View of Scholarship, from the Viewpoint of Change from Ming Scholarship to Ch'ing Scholarship). COLLECTED ARTICLES ON CHINA, 2, 1 (1964), 135-48. In Japanese.

Author's thesis: mainly practical learning for statecraft, not scholarship of textual criticism, arose in late Ming-early Ch'ing times against Ming Neo-Confucianism.

469. Yamanoi, Yū. "MIMMATSU SHINSHO SHISŌ NI TSUITE NO ICHI KŌSATSU" (A Study on the Thoughts in the Late Ming and the Early Ch'ing Dynasty). BULLETIN OF TOKYO SINOLOGICAL SOCIETY, 11 (June 1965), 37-54. In Japanese.

Characterizes Ming-era Neo-Confucian metaphysics and two schools of Confucian thought during the late-Ming and Ch'ing periods.

See also Chapter 47, PHILOSOPHY, PHILOSOPHERS, AND PHILOSOPHIES OF EDUCATION.

Chapter 13

CULTURAL REVOLUTION: 1966-76

470. Adie, W.A.C. "Youth, Education and Politics in China." REFORM AND REVOLUTION IN ASIA. Edited by G. F. Hudson. New York: St. Martin's Press, 1972, pp. 57-96
Education policy review since 1949, particularly the Cultural Revolution, seen as a political purge. Mao closed schools and formed teenage Red Guards, assisted and protected by the army, to give the purge the character of a spontaneous mass movement. The Cultural Revolution was also intended to give young people the experience of "making a revolution" and of raising Communist loyalty over intellectual/technical skills.

471. Alley, Rewi. "The Cultural Revolution in Education." TRAVELS IN CHINA, 1966-71. Peking: New World Press, 1973, pp. 547-80.
Description of over a dozen schools from primary to college level visited by a long time resident of and writer about China.

472. "Army Rule: Part VI—In Schools." CHINA NEWS ANALYSIS, 715 (July 5, 1968), 1-7.
Political and military training was the major task of soldiers sent to universities, colleges, and schools during the Cultural Revolution.

473. Asia Research Centre, ed. THE GREAT CULTURAL REVOLUTION IN CHINA. Rutland, VT: Charles E. Tuttle, 1968.

Chinese articles and other documents on the origin and early course of the Cultural Revolution. PEKING REVIEW is quoted on the experiment begun in 1964 with part-work, part-study education. The section, "Revolutionary Movement for Socialist Education," quotes mainly 1964 documents about the Maoist program to spread correct ideology.

474. Badour, William. "ÉDUCATION ET DÉVELOPPEMENT POLITIQUE EN CHINE" (Education and Political Development in China). ÉTUDES INTERNATIONALES, 4, 3 (1973), 286-96. In French.

Impact of the Cultural Revolution on China's educational system: power structure within schools, roles of faculty, new student population, curriculum changes, and the emphasis on combining theory and practice.

475. Bady, Paul. "LA RÉVOLUTION CULTURELLE EN CHINE—2: LE DEGRÉ ZÉRO DE LA CULTURE BOURGEOISE" (The Cultural Revolution in China—2: Degree Zero for Bourgeois Culture). ESPRIT, 39, 3 (1971), 505-23. In French.

Sweeping changes during the Cultural Revolution left only the Academy of Sciences intact. Education's task was to make all the people egalitarian workers-soldiers-peasants-intellectuals.

476. Bady, Paul. "LA RÉVOLUTION DANS L'ENSEIGNEMENT EN CHINE" (The Cultural Revolution: The Revolution in Chinese Education). ESPRIT, 39, 1 (January 1970), 73-88. In French.

Analyzes the stages of educational change during the Cultural Revolution, which saw peasants/workers admitted to universities and the influence of intellectuals reduced.

477. Barendsen, Robert D. "Mao's Educational Revolution." AMERICAN EDUCATION, 8, 4 (May 1972), 4-10, 12-13.

Education during the Cultural Revolution: problems and purposes, structure, financing, programs, and kinds of institutions.

478. Barendsen, Robert D. THE EDUCATIONAL REVOLUTION IN CHINA. Washington, DC: Government Printing Office, 1973.

Education in China, 1966-1971: summarizes the major features of the school system which emerged after the Cultural Revolution and comments on its significance.

479. Baum, Richard. "Revolution and Reaction in the Chinese Countryside: The Socialist Education Movement in Cultural Revolutionary Perspective." CHINA QUARTERLY, 38 (April-June 1969), 92-119.

Examines the relationship between the Socialist Education Movement, begun in the early 1960s, and the Cultural Revolution.

480. Bennett, Gordon A. "China's Continuing Revolution: Will It Be Permanent?" ASIAN SURVEY, 10, 1 (January 1970), 2-17.

Review of 1969 in China includes a summary of educational changes.

481. Bloodworth, Dennis. THE MESSIAH AND THE MANDARINS: MAO TSE-TUNG AND THE IRONIES OF POWER. New York: Atheneum, 1982.

Six chapters on the Cultural Revolution.

482. Bohlen, Charles. "Education in China: Studies in Maoism." FAR EASTERN ECONOMIC REVIEW, 67 (February 19, 1970), 19-22.

New educational policy, curriculum and textbooks, teachers and teaching methods, and the role Maoist thought teams played in the educational changes of the Cultural Revolution.

483. Bonavia, David. VERDICT IN PEKING: THE TRIAL OF THE GANG OF FOUR. New York: G. P. Putnam's Sons, 1984.

Chapter 9: how the "gang of four" enforced Mao's dictum that art and literature should serve Communist unity. Chapter 10: the Cultural Revolution's adverse effect on "Intellectuals, Education, and Science."

484. Borisow, O., and M. Iljin. "MAOISTOWSKA 'REWOLUCJA KULTURALNA'" (The Maoist Cultural Revolution). NOWE DROGI, 2, 297 (1974), 94-106; 3, 298 (1974), 125-32; 4, 299 (1974), 132-41. In Polish.

Destructive effect of the Cultural Revolution on education and culture.

485. Bredsdorff, Jan. "China's Determined Children." ATLAS, 12, 5 (November 1966), 39-41.

Student-teacher relationships early in the Cultural Revolution.

486. Bridgham, Philip. "Mao's Cultural Revolution in 1967: The Struggle to Seize Power." CHINA QUARTERLY, 34 (April-June 1968), 6-36.

Reasons for military intervention in the Cultural Revolution, January 1967. One military task was to teach ideology in universities and schools and to control students.

487. Bridgham, Philip. "Mao's 'Cultural Revolution': Origin and Development." CHINA QUARTERLY, 29 (March 1967), 1-35.

History of the Cultural Revolution and of preceding mass political campaigns (the "Great Leap Forward," the "Socialist Education Campaign") from an anti-communist, "anti-totalitarian" viewpoint.

488. Bridgham, Philip. "Mao's Cultural Revolution: The Struggle to Consolidate Power." CHINA QUARTERLY, 41 (January-March 1970), 1-25.

Although Mao ordered the revolutionary masses to seize power from below early in the Cultural Revolution, he did not intend that they actually should exercise power. Describes the use of worker-peasant Mao propaganda teams in schools and universities to restore order.

489. "Building a Socialist Educational System in China." FAR EAST REPORTER. New York: Maud Russell Publisher, 1974.

Articles by Annie Stein, "Observations of an American

Educational Consultant," and Rewi Alley, "China's Cultural Revolution in Education," the latter from Alley's TRAVELS IN CHINA 1966-1971. See entry 471.

490. Burchill, C.S. "Bureaucracy Versus Democracy: The Chinese Cultural Revolution." QUEEN'S QUARTERLY, 79, 2 (Summer 1972), 136-44.
Goal of the Cultural Revolution was to remove elitist civil servants, alter their nature in cadre (leader) schools, and so approach a near egalitarian society.

491. Butterfield, Fox. CHINA: ALIVE IN THE BITTER SEA. New York: Times Books, 1982.
Besides "Youth" chapter, pp. 179-202, has interviews with and descriptions of the lives and thoughts of students, teachers, and professors during and after the Cultural Revolution.

492. "Chairman Mao's 'March 7' Directive Guides Victorious Advance of Great Cultural Revolution in Peking Schools." PEKING REVIEW, 11, 11 (March 15, 1968), 10-11.
Military and political training given by the army in elementary, secondary, and higher education, guided by the "March 7" directive, implements Cultural Revolution goals.

493. Chan, Anita et al. CHEN VILLAGE: THE RECENT HISTORY OF A PEASANT COMMUNITY IN MAO'S CHINA. Berkeley: University of California Press, 1984.
The Cultural Revolution, generally considered an urban phenomenon, also undermined life in rural Chen village. Witchhunting and infighting cut production. Education, however, expanded. By 1970 a three-room schoolhouse which originally had 40 pupils had expanded to ten teachers and 300 pupils.

494. Chao, Ts'ung. "Criticism of Academic Theories in Communist China, 1966." COMMUNIST CHINA, 1966. Vol. 2. Edited by Union Research Institute. Hong Kong: Union Research Institute, 1968, pp. 118-50.

495. Chen, C.S. "The Socialist Education Movement." RURAL PEOPLE'S COMMUNES IN LIEN-CHIANG. Edited by C. S. Chen. Stanford, CA: Hoover Institution Press, 1969, pp. 44-49.

Two socialist education movements begun in 1962-63 which sought to reeducate people for ideological correctness were a major source of the Cultural Revolution's drive for "redness versus expertness."

496. Chen, Jack. "The Educational Revolution." INSIDE THE CULTURAL REVOLUTION. New York: Macmillan, 1975, pp. 386-403.

Characterizes the Cultural Revolution as "successful socialist education," describes growth of literacy and schooling at all levels after 1949, denies that Mao and the party are anti-intellectual, finds Cultural Revolution's changes in education systematic and consistent with Maoist thought, and praises the call to "serve the people."

497. Chen, Theodore H.E. THE MAOIST EDUCATION REVOLUTION. New York: Praeger, 1974.

Educational directions of Mao's Cultural Revolution: shorter programs, more enrollment, politicized education for the masses (including adult education), and relating higher education to advanced ideology. Appendices: 35 summaries of Mao's education directives and concerns.

498. Chen, Theodore H.E. A NATION IN AGONY: THE CULTURAL REVOLUTION IN COMMUNIST CHINA. East Asian Studies Center Reprint No. 11. Los Angeles: University of California Press, 1966. Reprinted in PROBLEMS OF COMMUNISM, 16, 6 (November-December 1966), 14-20.

The Cultural Revolution is another phase of the continuing Communist struggle for the minds and hearts of China's millions. Academic instruction, though intended to "serve proletarian politics," is of secondary importance. Prime targets of the Cultural Revolution were writers, artists, professors—those who communicate ideas to the masses.

499. Chen, Theodore H.E. "The Revolutionary Character of Maoist Education." CURRENT HISTORY, 65, 385 (September 1973), 124-28.

Describes the Maoist drive to use schools to create the "new man." Explains the Cultural Revolution's pattern of spare-time schools (adult literacy), work-study schools, May 7th cadre schools, and worker-peasant-soldier universities.

500. Chi, Wen-shun. "The Great Proletarian Cultural Revolution in Ideological Perspective." ASIAN SURVEY, 9 (August 1969), 563-79.

Contrasts the educational ideology of Mao and his opponents during the Cultural Revolution.

501. "China in Transition." POLITICAL QUARTERLY, 45, 1 (January-March 1974), 1-114.

Effects of the Cultural Revolution are analyzed in essays; one is on educational reform to promote equality.

502. Chinese Academy of Sciences, Theoretical Group. "A Serious Struggle in Scientific and Technical Circles." PEKING REVIEW, 20, 16 (April 15, 1977), 24-27.

The "Gang of Four" disrupted scientific work during the Cultural Revolution.

503. Chu, Hung-ti. "Education in Mainland China." CURRENT HISTORY, 59, 349 (September 1970), 165-69, 181-82.

The Cultural Revolution saw the purge of many educational administrators, a three-year suspension of all colleges and universities, and closing of most primary and secondary schools during 1966-68. Analyzes the traditional Chinese education system, the modern school system, ideological reform imposed after 1949, and the educational crisis during the Cultural Revolution.

504. "Comments: The Radical Students in Kwangtung During the Cultural Revolution." CHINA QUARTERLY, 70 (June 1977), 391-406.

Reactions to an article by Hong Yung Lee (see entry 527). Contends that his conclusions about Canton's conservative and radical students were oversimplified. Using only 1967 Canton materials, Lee failed to see that issues and factional alignments changed between 1966 and 1967, particularly at universities.

505. De Briey, Pierre. "Technique and Development: The Chinese Cultural Revolution." CIVILISATIONS, 17, 4 (1967), 333-49.

Views the Cultural Revolution against the history of China, where society was not based on law and individual rights. Instead, the Confucian ideal was a moral man living in a harmonious society. The Cultural Revolution called for problem solving by moral and spiritual conviction rather than technology. Such an approach will fail because of the inexorable drive of China and the third world for economic development.

506. Digan, Parig. "Education in China, 1966-1971." STUDIES: AN IRISH QUARTERLY REVIEW, 60, 239-40 (1971), 347-58.

Changes in education during the Cultural Revolution.

507. Domes, Jurgen. "Party Politics and the Cultural Revolution." COMMUNIST CHINA, 1949-1969: A TWENTY-YEAR APPRAISAL. Edited by Frank N. Trager and William Henderson. New York: New York University Press, 1970, pp. 63-93.

Four unresolved conflicts led to a Communist Party split and the consequent Cultural Revolution: cultural regimentation, educational reform, ideological diversity, and economic incentives.

508. "Education and Culture." HAS RED CHINA CHANGED? ITS RECORDS, PAST AND PRESENT. New York: China Information Service, 1971, pp. 13-15.

Excerpts from four 1971 articles which describe devastation the Cultural Revolution created in education and the arts.

509. "Education." Quarterly Chronicle and Documentation. CHINA QUARTERLY, 39 (July-September 1969), 154-58.
Schooling needs: education for all, avoid producing intellectual elites, respect teachers, reduce schooling to nine years, and abolish age qualifications for school admissions.

510. Elegant, Robert S. MAO'S GREAT REVOLUTION. New York: World, 1971.
Origins and course of the Cultural Revolution. Includes judgments about education, Red Guards, and the siege at universities. Mao's opponents within the Party, many of them concerned about poor quality of education, ruled China in the early 1960s. Maoist reaction against them produced the Cultural Revolution.

511. Ellegiers, Daniel. "LA RÉVOLUTION CULTURELLE DANS LA PROVINCE DE TSINGHAI" (The Cultural Revolution in Tsinghai Province). REVUE DU SUD-EST ASIATIQUE, 2 (1967), 261-302. In French.
Radio broadcasts, May 1966 to April 1967, trace the Cultural Revolution's pattern in Tsinghai Province: May-June 1966, signs of trouble; June-December 1966, authorities maintained control; December 1966 to February 1967, opposition between differing parties; February-March 1967, Army intervenes in favor of the authorities; March-April 1967, Army tries to gain order and stay neutral; and from April 1967, Maoists in power.

512. Engelborghs-Bertels, Marthe. "LA RÉVOLUTION CULTURELLE EN CHINE" (The Cultural Revolution in China). CO-EXISTENCE, 5, 1 (January 1968), 97-108. In French.
Effect of the Cultural Revolution on education and economic growth. Goals were to bring teachers and students closer to the peasants (many educational institutions were moved to rural areas), to combine education with productive labor, and to create a permanently revolutionary society. Such education will not produce technicians and researchers needed for economic growth.

513. Esmein, Jean. THE CHINESE CULTURAL REVOLUTION. Garden City, NY: Anchor Books, 1970.

French journalist considers ideological issues of the Cultural Revolution and the roles of students, the army, and other major groups. Poor and lower-middle peasants assumed control of rural schools and organized education. Teachers were urged to integrate themselves with workers and peasants.

514. Fan, K.H., ed. THE CHINESE CULTURAL REVOLUTION: SELECTED DOCUMENTS. New York: Monthly Review Press, 1968.

Documents relating to education include one cancelling 1966 higher education enrollment and others about Red Guards' drive to "destroy the old and establish the new."

515. Fraser, Stewart E. "Administration and Control of Education in China." INTERNATIONAL REVIEW OF EDUCATION, 22, 4 (1976), 491-501.

The Cultural Revolution decentralized policymaking and administrative responsibility for schools, which enrolled over 200 million students taught by eight million teachers.

516. Fraser, Stewart E., and John N. Hawkins. "Chinese Education: Revolution and Development." PHI DELTA KAPPAN, 53, 8 (April 1972), 487-500.

Survey of educational developments in China, 1949-1971, particularly during the Cultural Revolution, and of the system that emerged in the early 1970s.

517. Galston, Arthur W. "Chinese University-Bios." NATURAL HISTORY, 81, 7 (1972), 18-23.

Education during the Cultural Revolution lacked competition, stressed labor and community service, and was a model for other developing countries.

518. Gamberg, Ruth et al. "Educational Revolution and Socialist Transition in China." AUSTRALIAN AND NEW ZEALAND JOURNAL OF SOCIOLOGY, 12, 1 (February 1976), 50-56.

Contends that China's policies in the Cultural Revolution seemed to contradict the convergence theory (industrialization process generates a uniform societal type). Instead, noncompetitive exams, integration of manual and intellectual labor, and grassroots control of education institutions revitalized Communism's egalitarian thrust.

519. Gardner, John, and Wilt Idema. "China's Educational Revolution." AUTHORITY, PARTICIPATION, AND CULTURAL CHANGE IN CHINA. Edited by Stuart R. Schram. Cambridge, England: Cambridge University Press, 1973, pp. 257-89.

Pre-Cultural Revolution educational inequities: schools widely scattered in sparsely populated rural areas, curriculum and scheduling patterns inappropriate for rural conditions, discriminatory admissions policies, and few state subsidies to small rural schools. Despite excesses, Cultural Revolution school changes were designed to give everyone a basic, useful education.

520. Gittings, John. "Rebellious Hunan: Student Power in China." FAR EASTERN ECONOMIC REVIEW, 60 (June 27, 1968), 648-50.

Analyzes the documents produced by Hunan students during the Cultural Revolution.

521. Goldman, Merle. "The Aftermath of China's Cultural Revolution." CURRENT HISTORY, 61, 361 (September 1971), 165-70, 182.

Political effects Mao desired from the Cultural Revolution were not achieved because it brought military dominance and created hostility among the millions of youths sent to the countryside. The greatest impact was on education (anti-elitist and anti-theoretical changes).

522. Gray, Jack Douglas, and Patrick Cavendish. CHINESE COMMUNISM IN CRISIS: MAOISM AND THE CULTURAL REVOLUTION. New York: Praeger, 1968.

Examines the effect of the Cultural Revolution on education, reviews intellectuals' political role since 1900, and includes 12 relevant documents.

523. Gunawardhana, Theja. CHINA'S CULTURAL REVOLUTION. Colombo, Sri Lanka: T. Gunawardhana, 1967.

Defends the Cultural Revolution as necessary to safeguard China's sovereignty against U.S.S.R. and U.S. global policies. The chapter, "Universities and the Cultural Revolution," examines events in May 1966 at Peking higher education centers.

524. Harding, Harry. "China: Toward Revolutionary Pragmatism." ASIAN SURVEY, 11, 1 (January 1971), 51-66.

The Cultural Revolution goal for culture and education was to re-educate the nation's "bourgeois" intellectuals.

525. Harvard University. East Asian Research Center. THE CULTURAL REVOLUTION IN THE PROVINCES. Cambridge, MA: Harvard University, East Asian Research Center, 1971.

Although Mao's original aim for the Cultural Revolution (i.e., reliance upon the masses for revolution) was not implemented, the provincial revolutionary committees did begin educational and economic reform.

526. Hawkins, John N. "The Educational Revolution in China." SOCIAL THEORY AND PRACTICE, 1 (Spring 1970), 58-66.

Discusses education for the proletariat, the Cultural Revolution, and workers' and peasants' colleges.

527. Hong, Yung Lee. "The Radical Students in Kwangtung During the Cultural Revolution." CHINA QUARTERLY, 64 (December 1975), 645-83.

Analyzes social background, ideology, political strength, and stance on issues of Canton's Cultural Revolution radicals. Instead of being dogmatic firebrands, they were a goal-oriented interest group determined to redress grievances. They were defeated when PLA Revolutionary Committees took control. See entry 504.

528. Hook, Brian. "China's Cultural Revolution: The Preconditions in Historical Perspective." THE WORLD TODAY, 23, 11 (November 1967), 454-64.

Historical background of the Cultural Revolution. Education was a target because reformers wanted to end elitism and to de-emphasize "book learning."

529. Hsiao, G.T. "The Background and Development of 'the Proletarian Cultural Revolution.'" ASIAN SURVEY, 7, 6 (June 1967), 389-404.
Interprets the Cultural Revolution as Mao's attempt to recapture executive power in order to reshape Chinese society to his own image.

530. Hsueh, Yu. "Education in Communist China, 1968." COMMUNIST CHINA 1968. Hong Kong: Union Research Institute, 1969, pp. 427-58.
Mao's efforts to bring order to schools after the chaotic early Cultural Revolution created uncertainty. In elementary and secondary schools, work took precedence over study. Universities, admitting poorly prepared students, lowered academic quality.

531. Hsueh, Yu. "Education in Mainland China in 1969." COMMUNIST CHINA 1969. Hong Kong: Union Research Institute, 1970, pp. 417-57.
Universities were at the first stage of recovery from the Cultural Revolution, as intellectuals smarted under Maoist criticism. Primary and secondary schools were run by workers and peasants under Party leadership.

532. Hunt, R.C. "The Cultural Revolution: Faith in the Field." FAR EASTERN ECONOMIC REVIEW, 59 (February 8, 1968), 225-27.
An English teacher describes his experience as a member, for a week, of the "Great Proletarian Cultural Revolution Team."

533. Hunter, Neale. SHANGHAI JOURNAL: AN EYEWITNESS ACCOUNT OF THE CULTURAL REVOLUTION. New York: Praeger, 1969.
Australian teacher at Shanghai's Foreign Language Institute describes student unrest, Red Guards, and intricacies, confusions, and consequences of the Cultural Revolution.

534. Jen, C.K. "Science and the Open-Doors Educational Movement." CHINA QUARTERLY, 64 (December 1975), 741-47.
The Cultural Revolution produced a movement to integrate schools with communes, factories, and research institutes.

535. Kan, David. THE IMPACT OF THE CULTURAL REVOLUTION ON CHINESE HIGHER EDUCATION (DISSERTATIONS AND THESES ON CONTEMPORARY CHINA). Hong Kong: Union Research Institute, 1971.
Shows higher education changes during 1949-66 and contends that the Cultural Revolution (1966-69) practically destroyed higher education influences from the West and the U.S.S.R.

536. Karnow, Stanley. MAO AND CHINA: FROM REVOLUTION TO REVOLUTION. New York: Viking, 1972.
WASHINGTON POST newsman's account of the Cultural Revolution, depicted as Mao's last leap toward utopia, or an anachronistic old man's struggle against Liu, or ideology versus expertness, or moral versus material incentives, or popular spontaneity versus organizational discipline.

537. Keesing's Research Report. THE CULTURAL REVOLUTION IN CHINA: ITS ORIGINS AND COURSE. New York: Charles Scribner's Sons, 1967.
Concise analysis of the Cultural Revolution. Chapter on Red Guards, whose first unit was formed (spring 1966) in a Peking secondary school. The Red Guard movement received Mao's blessing August 18, 1966 (bourgeois students could join Red Guards only if they renounced their class). More than half China's secondary and university students attended Peking demonstrations, fall 1966.

538. Klepikov, V.Z. "The Fate of Public Education in China." CHINESE EDUCATION, 1 (Winter 1968), 37-49.

539. Kobayashi, Fumio. "The Great Cultural Revolution and the Educational Reform--The Image of Socialist Man." DEVELOPING ECONOMIES, 9, 4 (December 1971), 490-501.

Cultural Revolution and the Great Leap Forward both combined education with productive labor.

540. Kokubun, Ryosei. "SHAKAI-SHUGI KYŌIKU UNDŌ TO SOREO MEGURU TŌNAI RONSŌ: BUNKA DAIKAKUMEI ZENSHI" (Intraparty Disputes Concerning the Socialist Education Movement: Background to the Great Cultural Revolution, 1962-65). AJIA KENKYŪ, 27, 3 (1980), 41-97. In Japanese.
The Cultural Revolution was a direct result of intraparty controversy over how to promote the socialist education movement, 1962-65, whose aim was to destroy the "feudal" outcomes of the failed Great Leap Forward.

541. K'ung, Fan. "Lu P'ing's Revisionist Educational Line and Its Evil Consequences." SURVEY OF CHINA MAINLAND PRESS, 3751 (August 2, 1966), 13-20.
Condemns Lu P'ing's educational policy as anti-Maoist.

542. Kuo, Chao-t'ien. "Smash to Pieces the Bourgeois Education System. Determine to Follow Revolutionary Ways." CHINESE SOCIOLOGY AND ANTHROPOLOGY, 1, 1 (Fall 1968), 12-18.
A letter to the editor by a Peking University student early in the Cultural Revolution calls for reforming the educational system along Maoist lines. Condemns Peking University and urges fellow students to go to the countryside to help the peasants and spread the revolution.

543. Kuo, T'ung. "Taking a Joyous Step Forward in the Education Revolution: A Visit to Peking's SHIH-CHING-SHAN (Stone-View Mountain) Middle School." CHINESE EDUCATION, 1, 2 (1968), 3-10.
Found on visiting Stone-View Mountain School that students, led by PLA advisors, were studying Mao's writings, implementing his teachings, and maintaining Cultural Revolution fervor.

544. Kwong, Julia Chak-sin. CHINESE EDUCATION IN TRANSITION: PRELUDE TO THE CULTURAL REVOLUTION.

Montreal: McGill-Queen's University Press, 1979.
Conflict between Maoist and Liuist thinking on the relation of education to the economy, 1958-66, led to the Cultural Revolution.

545. Kwong, Stanley T. "The Effects of the Cultural Revolution on Education Policies of Higher Education in the People's Republic of China." Paper presented at the Asian American Conference, Amherst, MA, December, 1974. ERIC ED 106 205.
Describes educational changes during the Cultural Revolution. Contends that Mao's views of education and society assumed that people are collectively rational.

546. Leung, C.K., and T.N. Chiu. "Some Geographical Implications of the Revolution in Education in China." PACIFIC VIEWPOINT, 15, 1 (1974), 51-60.
Educational changes of the Cultural Revolution: higher education selection approved by the revolutionary committees, shortened courses, and sending graduates to rural areas rather than swelling the cities.

547. Liang, Heng, and Judith Shapiro. SON OF THE REVOLUTION. New York: Knopf, 1983.
Describes life in China, especially during the Cultural Revolution, when Liang's family experienced the harsh controls imposed on intellectuals. Co-author Shapiro, who taught in China, met and eventually married Liang.

548. Liu, Alan P.L. "Mass Communication and Media in China's Cultural Revolution." JOURNALISM QUARTERLY, 46, 2 (Summer 1969), 314-19.
Explains Mao's decision during the Cultural Revolution to destroy much of mass media because of his dissatisfaction with the intellectual and urban orientation of media specialists.

549. Lo, Ruth Earnshaw, and Katharine S. Kinderman. IN THE EYE OF THE TYPHOON. New York: Harcourt Brace Jovanovich, 1980.

A poignant autobiographical account of the Lo family's suffering during the Cultural Revolution. Professors at Zhongshan University near Canton, the Los were ostracized as "rightists."

550. London, Ivan D., and Miriam B. London. "Attitudes of Mainland Youth Toward Traditional Chinese Customs and Beliefs." CHINESE CULTURE, 11, 4 (December 1970), 46-55.

Found in interviews of young refugees, former Red Guards, that the Cultural Revolution's drive to "Destroy the Four Olds" failed to change many who practiced Buddhism or held to superstitions.

551. Loren, Charles. CHINA'S EDUCATION ON A NEW LONG MARCH. Davis, CA: Cardinal Publishers, 1978.

Summarizes educational practices since 1949; praises the Cultural Revolution for spreading proletarian thought and for laying the basis for rapid modernization.

552. Ma, Sitson. "We are Slaves Who Have Been Betrayed." LIFE, 63 (July 14, 1967), 64-66, 69-73.

Musician who escaped from the Red Guards describes the destruction of intellectuals under Mao Tse-tung.

553. Ma, Smarlo. "The Aftermath of Communist China's Cultural Revolution." Hong Kong: Chih Luen Press, 1971. Paper presented at the 28th International Congress of Orientalists, Canberra, Australia, January 1971.

Analyzes the cultural and educational effects of the Cultural Revolution.

554. Macciocchi, Maria Antonietta. DAILY LIFE IN REVOLUTIONARY CHINA. New York: Monthly Review Press, 1972.

Leading member of the Italian Communist Party who returned to China in 1970, having also visited in 1954, records impressions of revolutionary young cadres. She praises the political reeducation in May 7th cadre schools as offering an alternative to revisionism. In the chapter, "The Cultural

Revolution in the Universities," she meets "reeducated" professors and concludes that China has "overturned the ancient educational pyramid which dominated the superstructures of the world."

555. McCormick, Robert. "'Revolution in Education' Committees." CHINA QUARTERLY, 57 (January-March 1974), 133-39.
Describes the organization and operation of the special committees set up in all schools to foster the Cultural Revolution and types of changes they made.

556. MacDougall, Colina. "Education in China: Bringing Up Baby." FAR EASTERN ECONOMIC REVIEW, 63 (January 30, 1969), 194-95.
Calls Cultural Revolution changes in education a move to allow the government to reduce financial burden by decentralization and to tighten up ideologically.

557. McDowell, S. Garrett. "Educational Reform In China as a Readjusting Country." ASIAN SURVEY, 11, 3 (1971), 256-70.
Examines the effect of the Cultural Revolution on medical education, especially the requirement to study Mao's thought and to do productive labor.

558. MacFarquhar, Roderick. THE ORIGINS OF THE CULTURAL REVOLUTION: VOL. 1: CONTRADICTIONS AMONG THE PEOPLE, 1956-57. New York: Columbia University Press, 1974.
Identifies the roots of the Cultural Revolution in the Hundred Flowers campaign among China's intellectuals.

559. Machetzki, Rudiger. "China's Education Since the Cultural Revolution." THE POLITICAL QUARTERLY, 45, 1 (January-March 1974), 58-74.
Evaluates China's educational system since 1966. Concludes that the Cultural Revolution brought a healthier balance between rural and urban educational requirements.

560. "Mainland China Under Communist Rule; The Cultural Revolution: Its Zigs and Zags." FACTS AND ISSUES: LEAGUE OF WOMEN VOTERS OF THE UNITED STATES. Publication No. 325. Washington, DC: League of Women Voters of the U.S., 1968.
Since 1949 education has been a major Communist tool for spreading basic skills and for remolding thinking to fit Marxist ideology.

561. Mao, Tse-tung. "Mao Tse-tung's Instructions Concerning the Great Proletarian Cultural Revolution." CURRENT BACKGROUND, 885 (July 31, 1969), 1-48.
Excerpts of Mao's instructions which appeared in major Chinese newspapers from May 1966 to June 1968.

562. Marett, Paul, and Valerie Marett. "China's Revolution in Education." EDUCATION FOR TEACHING, 88 (Summer 1972), 36-40.
British educators and visitors, 1971 and 1972, describe institutional structures, curricula, and policy seen after the Cultural Revolution.

563. Mathews, Jay. "Scars of China's Cultural Revolution Linger in Province." WASHINGTON POST, April 11, 1980, p. A36.
Details from teachers and former students about torture and death during the Cultural Revolution.

564. Mersky, Jonathan. "China After Nixon." ANNALS OF THE AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE, 402 (July 1972), 83-96.
Includes statements from anthropologist Fei Hsiao-tung and sociologist Wu Wen-tsai, who admit that, before remolding by the Cultural Revolution, they were--like most intellectuals--unaware and disdainful of peasants-workers, who, they now recognize, are important and must be served.

565. Miller, A.C. "Impact of the Cultural Revolution." ATLANTIC, 222 (August 1968), 14-17.
Cultural Revolution extremes will not curb the financial motive among the Chinese.

566. Milton, David. "China's Long March to Universal Education." URBAN REVIEW, 5, 5 (May 1972), 3-9.
Eyewitness account of the educational changes adopted during the Cultural Revolution and their historical background.

567. Munro, Donald J. "Egalitarian Ideal and Educational Fact in Communist China." CHINA: MANAGEMENT OF A REVOLUTIONARY SOCIETY. Edited by John M. H. Lindbeck. Seattle: University of Washington Press, 1971, pp. 256-301.
Implications of struggles between supporters of educational policies aimed at social egalitarianism and supporters of the training of high-level manpower. Assesses Cultural Revolution changes and their probable impact on this conflict.

568. "New Bolt from Mao." ATLAS, 12, 3 (September 1966) 40-41.
Letter in RENMIN RIBAO (official Party daily) by seven People's University students demanded drastic changes in education in line with the Cultural Revolution.

569. New China News Agency. "Primary, Secondary Schools Begin New School Year, Carry on Revolution." SURVEY OF CHINA MAINLAND PRESS, 4057 (November 8, 1967).
Peking and Shanghai curriculum, teaching materials, and teaching methods reflected Cultural Revolution goals; workers, peasants, and soldiers lectured to and guided pupils.

570. Ong, Ellen K. "Education in China Since the Cultural Revolution." STUDIES IN COMPARATIVE COMMUNISM, 3, 3-4 (July-October 1970), 158-76.
Discusses Cultural Revolution agencies which implemented Mao's 1968 call for worker-peasant-run schools. Analyzes their goals; management by production teams supported by the military; and effect on students, teachers, and course content.

571. "Peking's Programs to Move Human and Material Resources to the Countryside." CURRENT SCENE, 7, 18 (September 15, 1969), 1-17.

Discusses Cultural Revolution's emphasis on vocational training and on sending educated urban youth to rural areas.

572. Penn, Louis. "The Real Enemy Fires Sugar-Coated Bullets." TIMES HIGHER EDUCATION SUPPLEMENT, 75 (March 23, 1973), 10.
Early 1970s modifications of educational changes stemming from the Cultural Revolution.

573. Pfeffer, Richard M. "Serving the People and Continuing the Revolution." CHINA QUARTERLY, 52 (October-December 1972), 620-53.
Four examples of Mao's theory of mass participation and community control are the key to understanding the Cultural Revolution: open door rectification process, educational reform, May 7th cadre schools, and direct class representation in the decision-making processes at all levels.

574. PRAVDA. "PRAVDA Editorial on Chinese Imperialism, 1970." CURRENT HISTORY, 59 (September 1970), 173-74.
PRAVDA attack on Chinese Communist leaders criticized the suspension of schools during the Cultural Revolution.

575. Ray, Dennis M. "'Red and Expert' and China's Cultural Revolution." PACIFIC AFFAIRS, 43, 1 (Spring 1970), 22-33.
The Cultural Revolution, not simply between "reds" (loyal Communists) and "experts" (technocrats), was aimed at the professionalism and bureaucratic self-interest of the Communist Party.

576. Reece, Bob. "Education in China: More of the Same." FAR EASTERN ECONOMIC REVIEW, 60 (June 13, 1968), 563-65.
Visits to Peking and Changsha high schools and conversations with leaders, teachers, and students in these and other cities in the wake of Red Guard unrest.

577. Reece, Bob. "Students in China: China Revisited." FAR EASTERN ECONOMIC REVIEW, 59 (March 7, 1968), 413-18.

Australian university student who visited China during 1967 and 1968 compared his impressions of two stages in the Cultural Revolution.

578. "Revolution in Education Brings About New Outlook." PEKING REVIEW, 12, 10 (March 7, 1969), 17-19.
Examples of lessons taught in schools by workers, peasants, and soldiers who served as part-time teachers and transformed teaching methods to comply with the Cultural Revolution.

579. "Revolution in Education." CURRENT BACKGROUND, 846 (February 8, 1968), 1-56.
Translations of 16 reports and articles about development of the Cultural Revolution in education. A list of 55 titles of other articles and reports on educational reform is appended.

580. Rice, Edward E. MAO'S WAY. Berkeley: University of California Press, 1972.
Former U.S. consul to Hong Kong reviews Mao's life and presents details of the Cultural Revolution: including student activities, disruptions in education, ideological re-education, and lowered educational standards.

581. Robinson, Joan. THE CULTURAL REVOLUTION IN CHINA. Harmondsworth, England: Pelican, 1969.
Sympathetic interviews about and firsthand look at the Cultural Revolution, 1967; emphasizes Mao's ideological stance against the elitist bureaucracy.

582. Robinson, Thomas W., ed. THE CULTURAL REVOLUTION IN CHINA. Berkeley: University of California Press, 1971.
Papers deal mainly with the Cultural Revolution until early 1968: the 1963-64 socialist education movement and a shift toward restoring work-study schools; the spring 1966 attacks on educators, writers, and artists; the introduction into classrooms of "worker-peasant propaganda teams" to assure proper ideological content; and policies to extend rural educational opportunities.

583. Rosenberg, W. "Notes on China's Cultural Revolution." CO-EXISTENCE, 10, 2 (1973), 159-67.

Results of the Cultural Revolution were changes in incentives, emphasis on agriculture as the foundation of the economy, and education for peasants and workers.

584. Rowe, David N. "Tradition and Revolution in Education in Communist China." CHINESE CULTURE, 11, 4 (December 1970), 16-21.

Mao's antiintellectual education policies as implemented during the Cultural Revolution were worse than the usual policy fluctuations in other authoritarian societies which fear that they cannot control the highly trained and well-educated.

585. Schelochowzew, S. EYEWITNESS ACCOUNT OF THE CHINESE CULTURAL REVOLUTION. Taipei: Ministry of National Defense, Republic of China, 1970.

Soviet student's account of the effect he saw the Cultural Revolution had on intellectuals while a 1966 graduate student at Peking Normal University.

586. Schickel, Joachim. "DIE VOLKSREPUBLIK CHINA: ERZIEHUNG DURCH PROLETARISCHE AUTORITAT" (The People's Republic of China: Education Through Proletarian Authority). FRANKFURTER HEFTE: ZEITSCHRIFT FÜR KULTUR UND POLITIK, 26, 4 (1971), 275-80. In German.

Compares aspects of Chinese education before and after the Cultural Revolution.

587. Schwarz, Henry G. "The Great Proletarian Cultural Revolution." ORBIS, 10, 3 (Fall 1966), 803-22.

The Cultural Revolution began in November 1965 when the Mao faction attacked Wu Han, a writer for P'eng Chen. At the August 1966 eleventh plenum of the Communist central committee, Liu Shao-ch'i and others were removed and the Red Guard Movement began. Schools were closed and China's educational institutions altered.

588. Seybolt, Peter J. "China's Revolution in Education: The Struggle Between Two Lines." CANADIAN AND INTERNATIONAL EDUCATION, 1, 1 (June 1972), 29-41.
Shows differences between Mao and his opponents over educational policies and strategies--the "two lines" that were in contention before and during the Cultural Revolution.

589. Seybolt, Peter J., ed. "Educational Guidelines in 1975: Documents from RED FLAG." CHINESE EDUCATION, 9, 3 (Fall 1976), 1-77.
Five articles strongly reaffirm all the policies of the Cultural Revolution. A sixth article reaffirms the Cultural Revolution's ideological line for sports. The last article discusses independent study materials published for those being resettled in the countryside.

590. Shih, Yen-hung. "Down with the Fountainhead of Revisionist Education." CHINESE EDUCATION, 1 (Summer 1968), 16-31.
Cultural Revolution attacks on Liu Shao-ch'i, Lu Ting-yi, and Chiang Nan-hsiang for their "two educational systems."

591. Sigmund, Paul E. "After the Cultural Revolution." WORLDVIEW, 16, 1 (1973), 35-40.
Educational structure and aims during and after the Cultural Revolution.

592. Snow, Lois Wheeler. "Education in China After the Cultural Revolution." NATIONAL ELEMENTARY PRINCIPAL, 51, 4 (January 1972), 6-14.
Maoist principles which guided the Cultural Revolution's approach to education, especially those which instilled dedication to social service and respect for manual labor.

593. Solomon, Richard H. "Communication Patterns and the Chinese Revolution." CHINA QUARTERLY, 32 (October-December 1967), 88-110.
Communication patterns among Chinese have influenced their political life. In school and family a traditional Chinese child depended for guidance and authority on the initiative of

father and teacher. As a revolutionary, Mao exploited this gap between leader and led, but as China's head, he could not prevent such a gap. The Cultural Revolution was one way he tried to overcome it.

594. Starr, John Bryan. IDEOLOGY AND CULTURE: AN INTRODUCTION TO THE DIALECTIC OF CONTEMPORARY CHINESE POLITICS. New York: Harper, 1973.
The Cultural Revolution was in part intended to remove U.S., British, and U.S.S.R. educational influence and to deemphasize academic competition. The Red Guards disappointed Mao, but schools changed to comply with Mao's goals when reopened, in 1969.

595. "The Status of Educational Revolution Under the Great Cultural Revolution." CHINESE EDUCATION, 1 (Winter 1968-69), 50-66.
Interviews with six Japanese from two study groups who in August 1968 examined Chinese education.

596. Sterba, James P. "China Says Its Rising Juvenile Crime Stems from Cultural Revolution." NEW YORK TIMES, December 26, 1979, p. A12.
Chinese juvenile offenders, many of whom became lawless during the Cultural Revolution, are first reprimanded by neighborhood committees, teachers, and parents, and given special work. More serious offenders, ages 14-16, must attend reform schools operated by the Ministry of Education that require academic courses, political study, and manual labor.

597. Swetz, Frank J. "Chinese Education and the Great Cultural Revolution: A Search for Relevance." CONTEMPORARY EDUCATION, 44, 3 (January 1973), 155-60.
Educational developments of the Cultural Revolution period primarily tried to make education more relevant to China's needs.

598. Teiwes, Frederick C. "Before and After the Cultural Revolution." CHINA QUARTERLY, 58 (1974), 332-48.

The Cultural Revolution affected education more dramatically than any other aspect of Chinese life.

599. Tien, Joseleyne Slade. "Everyone Getting Ahead; Nobody Left Behind: Education in the People's Republic of China." JOURNAL OF EDUCATIONAL THOUGHT, 9, 3 (December 1975), 183-91.
Discusses the theoretical basis for the educational reforms during the Cultural Revolution. Also describes day care centers, primary and secondary schools, and universities visited.

600. Tsou, T. "The Cultural Revolution and the Chinese Political System." CHINA QUARTERLY, 38 (April-June 1969), 63-91.
The Cultural Revolution aimed to end the separation between the elite and the masses and between the bureaucracy and people.

601. Unger, Jonathan. "Bending the School Ladder: The Failure of Chinese Educational Reform in the 1960s." COMPARATIVE EDUCATION REVIEW, 24, 2 (June 1980), 221-37.
In the 1960s academic content was sometimes distorted because of compressing 12 years into ten years of schooling.

602. Unger, Jonathan. "Severing the Links Between School Performance and Careers: The Experience of China's Urban Schools, 1968-1976." COMPARATIVE EDUCATION, 20, 1 (1984), 93-102.
Pre-Cultural Revolution urban vocational schools linked to reserved jobs were successful. The Cultural Revolution attempt to make agriculture and rural education ideologically attractive was counterproductive.

603. Wang, Ch'ing-i et al. "The Working Class Must Always Lead Schools." SURVEY OF CHINA MAINLAND MAGAZINES, 634 (November 12, 1968), 14-15.

604. Wang, Gungwu. "May Fourth and the GPCR: The Cultural

Revolution Remedy." PACIFIC AFFAIRS, 52, 4 (1979-80), 674-90.

Analyzes the May 4th Movement (begun in 1919) and the Cultural Revolution (1966-76), both involving intellectuals and students. Concludes that neither made lasting significant contributions.

605. Wang, Hsüeh-wen. "An Analytical Study of the Chinese Communist 'Education Revolution.'" ISSUES AND STUDIES, 4 (April 1968), 24-36.

Discusses and analyzes the development and trends of the Cultural Revolution as it affected education, 1966-67.

606. Wang, Hsüeh-wen. "The Education in Mainland China: The Struggle Between Reform and Anti-Reform Advocates." ISSUES AND STUDIES, 10, 8 (May 1974), 16-29.

Class struggle, reform of colleges and universities (1966-70s), the Cultural Revolution, and the directives of Mao Tse-tung.

607. Wang, Hsüeh-wen. "Educational Reform in Communist China: Its Past and Future Prospects." ISSUES AND STUDIES, 10, 13 (1974) 41-61.

Educational reform policies from 1949 to the 1970s; emphasizes the Cultural Revolution era.

608. Wang, Hsüeh-wen. "New-Type Students on the China Mainland." ISSUES AND STUDIES, 9, 5 (1973), 42-52.

Reasons students from the working classes received a poor education in the early 1970s.

609. Wang, Hsüeh-wen. "Teaching Methods and Materials in the Maoist Schools." ISSUES AND STUDIES, 10, 1 (1973), 66-77.

Problems caused by educational changes during the Cultural Revolution.

610. Wang, Hsüeh-wen. "'The Two Estimates': A Great Debate on the Educational Front." ISSUES AND STUDIES, 14, 2 (1978), 22-36.

The Two Estimates movement by such leftists as Chiang Ch'ing tried to purge schools of "antisocialist" thought, but it destroyed sound pedagogy.

611. Wang, James C.F. "The Political Role of the People's Liberation Army as Perceived by the Chinese Communist Press in the Cultural Revolution." ISSUES AND STUDIES, 10, 8 (May 1974), 57-71.

Re-educating cadres in Maoist ideology was the People's Liberation Army's chief role during the Cultural Revolution.

612. Wang, James C.F. "Values of the Cultural Revolution." JOURNAL OF COMMUNICATION, 27, 3 (Summer 1977), 41-46.

Analyzed 136 editorials in the LIBERATION ARMY DAILY and 260 army testimonials in the PEOPLE'S DAILY to identify basic values of the Cultural Revolution: self-sacrifice, service to the people, human will and determination, and the human element present in army virtues. These values relied on human effort rather than technology to build socialism.

613. Wang, Pu-shan. "One Year of Maoist 'Worker-Propaganda Team.'" STUDIES ON CHINESE COMMUNIST AFFAIRS, 12 (September 30, 1969), 26-31, 35.

Discusses leaders, functions, responsibilities, and problems of worker-propaganda teams assigned to schools during the Cultural Revolution.

614. Wang, Robert S. "Educational Reforms and the Cultural Revolution: The Chinese Evaluation Process." ASIAN SURVEY, 15, 9 (September 1975), 758-74.

During the Cultural Revolution academic performance was subordinated to heightening political consciousness, combining work with study, and equalizing opportunities. Local Revolution in Education committees submitted reports to regional and national committees. Local authorities could make changes necessary to attain desired goals.

615. Watson, Andrew. "Education and Culture." LIVING IN CHINA. Totowa, NJ: Rowman and Littlefield, 1975, pp. 122-60.

Policies and problems that affected education during the Cultural Revolution, and the nature of changes at primary, secondary, and higher educational levels.

616. Weiss, Ruth. "Lost Generation—Saved From the Brink?" EASTERN HORIZON, 19, 12 (1980), 8-12.
Criticizes the Maoist method of recruiting young Chinese at the beginning of the Cultural Revolution and attacks on the teachings of Lin Piao and Confucius.

617. Whyte, Martin King. "Inequality and Stratification in China." CHINA QUARTERLY, 64 (1975), 684-711.
Cultural Revolution changes aimed at ending social stratification.

618. Wilhelm, Alfred D., Jr. "Chinese Elites and Comparative Elite Studies: A Progress Report." STUDIES IN COMPARATIVE COMMUNISM, 13, 1 (1980), 63-81.
Not until the Cultural Revolution did scholars who studied Party elites suggest that factions existed.

619. Wu, Ping-lin. "The Socialist Philosophy of Education and the Cultural Revolution in Communist China." CATHOLIC EDUCATION REVIEW, 66 (January 1968), 15-26.
The Cultural Revolution was a process for re-educating the Chinese, as stipulated by socialist philosophy.

620. Wu, Ssu-chiu. "In Refutation of the 'Doctrine that Teaching School is a Misfortune.'" SURVEY OF CHINA MAINLAND PRESS, 4450 (July 8, 1969), 7-8.
Warns teachers who fail to see the significance of the Cultural Revolution that if they persist, they will not be able to integrate themselves with workers, peasants, and soldiers.

621. Wylie, Ray. "Personal Notes on the Cultural Revolution." CONTEMPORARY CHINA: PAPERS PRESENTED AT THE UNIVERSITY OF GUELPH CONFERENCE APRIL 1968. Toronto: Canadian Institute of International Affairs, 1968, pp. 34-48.
British instructor at Shanghai Institute of Foreign Languages, 1965-67, argues that the purpose of student and

faculty involvement in the Cultural Revolution was not to destroy the Communist Party but to open it to influence from a wider spectrum of opinion.

622. Yao, Wen-yuan. "The Working Class Must Exercise Leadership in Everything." SELECTIONS FROM CHINA MAINLAND MAGAZINES, 625 (September 3, 1968), 1-5.
Describes workers' role on Cultural Revolution thought propaganda teams in disrupting and closing secondary and higher education schools.

623. Yong, Hong et al. "Elements for a Dossier: Aspects of Education in China." PROSPECTS; QUARTERLY REVIEW OF EDUCATION, 5, 4 (1975), 480-503.
Changes and innovations in education produced by the Cultural Revolution at the primary, secondary, and higher levels are described by Chinese officials.

Chapter 14

CULTURAL REVOLUTION: MAY 7TH SCHOOLS

624. Ambrose, Lee, and Christopher Snow. "The May 7th School: Consciousness Raising, Chinese Style." CENTER REPORT, 6, 2 (1973), 15-17.

May 7th schools, begun 1968, involved bureaucrats, intellectuals, and others in communal agricultural work and group sessions which stressed Cultural Revolution ideology.

625. Casella, Alexander. "The Nanniwan May 7th Cadre School." CHINA QUARTERLY, 53 (January-March 1973), 153-59.

Describes a 1972 visit to the Nanniwan May 7th School, where cadres (local leaders) did manual labor for eight hours, five days a week, and spent the sixth day studying Mao's thought.

626. Chou, Wei-ling. "The 'May 7' Cadre School: Rotating Instruction for Cadres in Office." ISSUES AND STUDIES, 10, 11 (1974), 35-47.

Discusses the rotating instruction system of May 7th cadre schools for ideological indoctrination during and after the Cultural Revolution, 1966-1974.

627. Chou, Wei-ling. "The May 7 Cadre School: A Study of Its Recent Situation." ISSUES AND STUDIES, 12, 9 (1976), 16-27.

Describes how these schools to train cadres evolved, 1966-76, and the organization and preparation provided for students and instructors.

628. Frolic, B. Michael. MAO'S PEOPLE: SIXTEEN PORTRAITS OF LIFE IN REVOLUTIONARY CHINA. Cambridge, MA: Harvard University Press, 1980.

Based on Chinese escapees' accounts, one essay describes life in a May 7th cadre school (begun 1968). Often used for punishment, these schools symbolize the anti-bureaucratic, anti-elitist, "better red than expert" nature of the Cultural Revolution.

629. Liu, Mao-lan. "The May 7 Cadre School and May 7 Movement." ISSUES AND STUDIES, 7, 1 (1970), 46-51.

May 7th cadre schools, begun May 7, 1968, in rural areas, were centers for labor and thought reform for "erring cadres."

630. "May 7 Cadre Schools." Quarterly Chronicle and Documentation. CHINA QUARTERLY, 46 (April-June 1971), 392.

Since 1968 when Mao ordered the re-education of all cadres, 90,000 attended the more than 100 May 7th schools (work-study schools) where bureaucrats and intellectuals renew their socialist commitment.

631. Noumoff, S.J. "Bureaucracy and Revolutionary Continuity in China." POLITICAL SCIENCE REVIEW, 18, 2 (1979), 1-34.

Firsthand observation of a May 7th cadre school, designed by Mao to reacquaint bureaucrats with routines and labors of Chinese rural workers.

632. "Remarkable Achievement in Ideological Revolutionization." PEKING REVIEW, 12, 20 (May 16, 1969), 8-9.

Brief report on Liuho May 7th Cadre School, Heilungkiang Province.

633. Seybolt, Peter J., ed. "How to Run 'May 7' Cadre Schools Well." CHINESE EDUCATION, 9, 1 (Spring 1976), 1-102; 9, 2 (Summer 1976), 57-99.

Articles from Peking's PEOPLE'S DAILY on the agriculture-manual labor schools for cadres, first suggested by Mao on May 7, 1966. Built in rural areas largely by cadres themselves, the schools' purposes were to transform ideologically desk-bound bureaucrats, compelling them to do physical labor—and to emphasize that agricultural and industrial labor were important for economic development. Many considered forced attendance a disgrace and the schools as a dumping ground for erring cadres. The schools were Mao's attempt to reassert "redness" over "expertness" with production as the main priority.

634. Seybolt, Peter J., ed. "May 7 Cadre Schools." CHINESE EDUCATION, 10, 1 (Spring 1977), 1-84.

Articles from Peking's PEOPLE'S DAILY through 1975, describing the diverse May 7th schools, in-service schools for cadres in rotation. Mao's role in stressing Marxist-Leninist orthodoxy raised "redness" and downplayed "expertness."

635. Wang, James C.F. "Report from China: The May Seventh Cadre School for Eastern Peking." CHINA QUARTERLY, 63 (September 1975), 522-27.

Daily schedule, organization, and guiding purposes of one May 7th cadre school. Concludes that, though such schools began as tools for rehabilitating repentant cadres, they became positive centers for training all cadres.

See also Chapter 30, LEADERS (CADRES), EDUCATION OF.

Chapter 15

CULTURAL REVOLUTION: RED GUARDS

636. Baum, Richard. "China: Year of the Mangoes." ASIAN SURVEY, 9, 1 (January 1969), 1-17.

Mao ended the Red Guard movement in 1968 when a military team went to Tsinghua University to impose discipline and restore order.

637. Bennett, Gordon A., and Ronald N. Montaperto. RED GUARD: THE POLITICAL BIOGRAPHY OF DAI HSIAO-AI. Garden City, NY: Doubleday, 1971.

Story of a teenager from a middle school in Canton who was head of one of his school's Red Guard organizations from summer 1966 until he became disenchanted and fled China in late 1967.

638. Chan, Anita et al. "Students and Class Warfare: The Social Roots of the Red Guard Conflict in Guangzhou (Canton)." CHINA QUARTERLY, 83 (1980), 397-446.

By the early 1960s class origin became increasingly important in determining a high school student's future, as jobs and university places became scarce. The resulting division among students was evident in Red Guard factionalism during the Cultural Revolution.

639. Gouldner, Alvin W., and Irving Louis Horowitz. "The Red Guard." TRANS-ACTION, 4, 1 (November 1966), 37-41.

Discussion of Mao's motives for using students to attack the existing order and thus restructure China along ideological lines.

640. Granqvist, Hans. THE RED GUARD: A REPORT ON MAO'S REVOLUTION. New York: Praeger, 1967.

Red Guards and all ordinary Chinese, despite frenzied public demonstrations, knew how to passively resist unreasonable authority.

641. Heaslet, Juliana Pennington. "The Red Guards: Instruments of Destruction in the Cultural Revolution." ASIAN SURVEY, 12, 12 (December 1972), 1032-47.

Four successive Red Guard groups wielded influence from March 1966 to spring 1968. First Red Guards were Peking University students. The second group, from other selected Peking universities and institutions, virtually eliminated provincial Party leadership. Most important was the fourth group, organized by provincial military leaders to bring down the Peking Red Guards. Mao in 1968 ordered the end of Red Guard activities; young people's ardor waned when urban youth were sent to rural areas.

642. Israel, John Warren. "The Red Guards in Historical Perspective: Continuity and Change in the Chinese Youth Movement." CHINA QUARTERLY, 30 (April-June 1967), 1-32.

Identifies Red Guards as descendants of Mo Tzu (490-391 B.C.), the anti-Confucian philosopher. Creating the Red Guards was part of Mao's attempt to instill permanent revolution.

643. Li, Chin-wei. HUNG-WEI-PING SHIH-LU (FACTS ABOUT RED GUARDS). 2nd ed. Hong Kong: World Overseas Chinese Society, 1968. In Chinese.

Describes and analyzes the emergence, organization, characteristics, factions, and sources of power of the Red Guards and their activities; has a chapter on "Educational Workers under the Yoke of the Red Guards."

644. Li, Chin-wei. HUNG-WEI-PING SHU-PIEN (A SUPPLEMENT TO FACTS ABOUT RED GUARDS). Taipei: National War College, 1970. In Chinese.

Includes a chapter on the "Failure of Mao Tse-tung's Educational Revolution."

645. Ling, Ken. THE REVENGE OF HEAVEN: JOURNAL OF A YOUNG CHINESE. New York: G.P. Putnam's Sons, 1972.
Experiences of a schoolboy who joined the Red Guards at age 16 in 1966, became an important city official, became disillusioned, and fled from China, July 1968. Told in the first person, as reconstructed by a research team of Americans and Chinese.

646. Liu, Alan P.L. POLITICAL CULTURE AND GROUP CONFLICT IN COMMUNIST CHINA. Santa Barbara, CA: Clio Press, 1976.
Examines the Cultural Revolution, discusses motivation and behavior of each conflicting group (including Red Guards), and describes how conflicts ended. Students and youth spearheaded the revolution, 1966-68, partly as an expression of adolescent confusion over their role but mainly because of political and social institutions. The Cultural Revolution allowed them to revolt violently.

647. Mehnert, Klaus. PEKING AND THE NEW LEFT: AT HOME AND ABROAD. Berkeley: Center for Chinese Studies, University of California, 1969.
Study of the youth organization, "Hunan Provincial Proletarian Revolution Great Alliance Committee," formed after Mao Tse-tung's visit to Hunan Province, autumn 1967. Focuses on the relationship between ultra-left factions of the Red Guards and the central leadership in Peking, 1967-1968.

648. Montaperto, Ronald N. "From Revolutionary Successors to Revolutionaries: Chinese Students in the Early Stages of the Cultural Revolution." ELITES IN THE PEOPLE'S REPUBLIC OF CHINA. Edited by Robert A. Scalapino. Seattle: University of Washington Press, 1972, pp. 575-605.
Student involvement as Red Guards during the Cultural Revolution created a new student elite based on political idealism and activism. They served both the Party and their own ambitions.

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649. Montaperto, Ronald N. "The Origins of 'Generational Politics': Canton, 1966." CURRENT SCENE, 8, 11 (June 1, 1969), 1-16.
Recollections of a student leader in Canton, a participant in school political affairs in mid-1966. Gives his view of how student militancy eroded Party authority in schools.

650. Pan, Stephan, and Raymond J. de Jaegher. PEKING'S RED GUARD: THE GREAT PROLETARIAN CULTURAL REVOLUTION. New York: Twin Circle, 1968.
Peking events early in the Cultural Revolution, many involving students, schools, and educators: schools and colleges were closed for more than 16 months; teachers and higher education faculty were dismissed and insulted; and academic curriculum was replaced by Maoist ideology.

651. Rosen, Stanley. RED GUARD FACTIONALISM AND THE CULTURAL REVOLUTION IN GUANGZHOU (CANTON). Boulder, CO: Westview Press, 1982.
Factionalism among Canton secondary school students before, during, and after the Cultural Revolution, as revealed in Hong Kong refugee interviews and newspaper accounts. In the Cultural Revolution, many good students joined the Red Guards because of unequal educational opportunities. They attacked class preferences in admitting students to universities. Red Guards were more active in elite and good senior high schools than in ordinary schools or junior high schools.

652. Singer, Martin. EDUCATED YOUTH AND THE CULTURAL REVOLUTION IN CHINA. Ann Arbor: Center for Chinese Studies, University of Michigan, 1971.
The Cultural Revolution gave educated youth an opportunity for meaningful involvement in public affairs. After 1967-68 Red Guards were largely assigned to rural communes. Analyzes the revolutionary curriculum taught by various Red Guard factions.

653. Tsang, Chiu-sam. "The Red Guards and the Great Proletarian Cultural Revolution." COMPARATIVE EDUCATION, 3 (June 1967), 195-205.

CULTURAL REVOLUTION: RED GUARDS

Red Guards (college and secondary students) first appeared in Peking on August 18, 1966. By December 1, 1966, 11 million such young people of peasant/worker background had traveled to Peking. Mao called for a transformed educational system free of bourgeois intellectual domination. Red Guards were to destroy the old system.

654. Wang, Hsüeh-wen. CHINESE COMMUNIST GREAT CULTURAL REVOLUTION AND THE RED GUARDS. Taipei: Institute of International Relations, 1969.

Analyzes the Red Guard movement and its relationship to education.

655. Wei, Jingsheng. "A Dissenter's Odyssey Through Mao's China." NEW YORK TIMES MAGAZINE, November 16, 1980, pp. 134-43.

Wei's firsthand account of leaving school at age 16, in 1966, to join the Red Guards. Despite disrupting his schooling, he felt compensated by the mental awakening his experience brought.

656. Wilson, Richard W., and Amy A. Wilson. "The Red Guards and the World Student Movement." CHINA QUARTERLY, 42 (April-June 1970), 88-104.

While youthful protests spread worldwide in the late 1960s because students felt alienated, Red Guards violently attacked China's intelligentsia and bureaucracy. The Red Guards acted, not from alienation, but at the direction of Mao Tse-tung.

Chapter 16

JOHN DEWEY

657. Bergen, Timothy J., Jr. "John Dewey's Influence in China." PROCEEDINGS OF THE THIRTY-THIRD ANNUAL MEETING, SOUTHWESTERN PHILOSOPHY OF EDUCATION SOCIETY, HELD NOVEMBER 11-13, 1982, UNIVERSITY OF TEXAS, SAN ANTONIO. Edited by Dalton B. Curtis, Jr. Volume XXXIII. Norman, OK: College of Education, University of Oklahoma, 1983, pp. 72-87.

Dewey's influence on Chinese education is termed "extensive and profound." He spent over two years (1919-21) there. At Columbia University he taught some of China's major educators. His impact is seen in the virulence of Communists' attacks on him and the essential departure from China of his major disciples.

658. Dewey, John. LECTURES IN CHINA, 1919-1920. Translated and edited by Robert W. Clopton and Tsuin-chen Ou. East-West Center Book. Honolulu: University Press of Hawaii, 1973.

Dewey's lectures, given during the highly nationalistic May 4th period, examine urgent problems of a society entering the age of science. Introduction surveys China's modern intellectual history.

659. Dewey, John, and Hattie Alice Chipman Dewey. LETTERS FROM CHINA AND JAPAN. Edited by Evelyn Dewey. New York: Dutton, 1920.

Letters to their children describe the May 4, 1919, events that caused Chinese intellectuals nationwide to protest against the Versailles Treaty's unfair concessions to Japan. Visited universities and other educational centers in Shanghai, Nanking, and Peking.

660. Gardner, John. "John Dewey as 'Negative Example': A Chinese Story." JOURNAL OF EDUCATIONAL THOUGHT, 13, 1 (1979), 60-65.

The 1975 attack on John Dewey by China's Minister of Education was, in fact, a protest against ultra-leftism in Chinese educational policy. Its attacks on the Cultural Revolution's "gang of four" are devastating. Published before Mao's death, the article blames Dewey, using him as a surrogate for Chiang Ching, Mao's wife and the "gang's" prominent leader.

661. Keenan, Barry C. THE DEWEY EXPERIMENT IN CHINA: EDUCATIONAL REFORM AND POLITICAL POWER IN THE EARLY REPUBLIC. Cambridge, MA: Harvard University Press, 1977.

Analyzes the impact of John Dewey's two years in China (1919-21), where his lectures and ideas coincided with the Chinese New Culture Movement and reinforced the belief that schools were the basic unit in China's reconstruction. Compares experiences of three 1920s Chinese educators Dewey influenced with those of New York liberals. Concludes that Dewey's influence on Chinese intellectuals was comparable to that of Marx on the U.S.S.R.

662. Ou, Tsuin-chen. "Dewey's Sojourn in China: His Lectures and His Influence on Chinese Thought and Education." CHINESE CULTURE, 24, 2 (June 1983), 41-68.

Discusses John Dewey's 1919-21 stay in China, his Peking and Nanking lectures, and his major influence on education and thought in pre-Communist China.

663. Sizer, Nancy F. "Dewey, China, and the Philosophy of Development: A Contrast of American Progressive Educational Thought and Practice with That of Modern China."

Paper presented at the American Educational Research Association, Chicago, April 1974. ERIC ED 093 746.

Dewey's influence in China is examined against a background of Communism and the Confucian tradition. Despite Communist vilification of Dewey, his theories are evident in half-work, half-study plans and in such institutions as May 7th schools, which stress practice over theory.

664. Sizer, Nancy F. "The Failure of Chinese Educational Leadership, 1919-1930." HISTORY OF EDUCATION QUARTERLY, 19, 3 (1979), 381-92.

Reviews Barry Keenan's DEWEY EXPERIMENT IN CHINA (Cambridge, MA: Harvard University Press, 1977), which describes John Dewey's influence on the New Education Reform resulting from his 1919-21 China visit. See entry 661.

Chapter 17

EARLY CHILDHOOD EDUCATION; PRESCHOOL: DAY CARE, NURSERIES, KINDERGARTENS

665. Butterfield, Fox. "How China Raises Its Well-Behaved Children." NEW YORK TIMES, January 5, 1981, II, p. 10.
Chinese children, strikingly more placid than their Western counterparts, are highly organized in nursery school. In kindergarten strict discipline continues, and children are given rote memory and copying tasks.

666. Chan, Itty. EARLY EDUCATION IN CHINA AND ITS IMPLICATIONS IN THE UNITED STATES. Berkeley, CA: Asian American Bilingual Center, 1977. ERIC ED 145 006.
Communists' view children as an integral part of society and from early childhood stress social and shared responsibility. See entry 2178.

667. Chan, Itty. "We the Large Family." CHINA NOW, 54 (September 1975), 2-6.
U.S. resident who visited China, 1973, summarized Communism's goal in childrearing as: "I serve everyone; everyone serves me."

668. Collins, Ruth Harvey. "One-Fourth of the World's Children." DAY CARE AND EARLY EDUCATION, 4 (March-April 1977), 14-17, 46.
Parents and child care staff follow a positive philosophy intended to instill cooperative, constructive behavior.

669. Dollar, Bruce. "Child Care in China." SATURDAY REVIEW OF EDUCATION, 1, 4 (May 1973), 29-33.
On the theory and practice of institutionalized child care, as observed at several nursery schools and kindergartens.

670. Fei, Hsiao-t'ung. SHENG-YÜ CHIH-TU (THE INSTITUTION OF CHILD TRAINING). Shanghai: Commercial Press, 1947. In Chinese.
Sociological aspects of child training, parent-child relationship, and family system.

671. Fuchs, J.D. "Children's Services in the People's Republic of China." INTERNATIONAL CHILD WELFARE REVIEW, 45 (1980), 41-45.
Survey of children's educational, medical, recreational, and legal services. Cites socialization, moral development, and academic achievement as the main goals of schooling.

672. Honig, Alice S. "Aesthetics in Asian Child Care Settings." Paper presented at the Society for Research in Child Development, New Orleans, March 1977. ERIC ED 145 931.
Compares the aesthetic environments of children in China, Hong Kong, and Japan. Chinese children, though often crowded in day care centers and kindergartens, show a high level of skill in art. China emphasizes public performances of dance, drama, and music.

673. Honig, Alice S. "Comparison of Child-Rearing Practices in Japan and in the People's Republic of China: A Personal View." INTERNATIONAL JOURNAL OF GROUP TENSIONS, 8, 1-2, (1978), 6-32.
Both Japan and China give children a sense of beauty, pride in cultural heritage, respect for hard work, and positive moral and social development.

674. Hsiao, H.H. "Some Experiments on the Development of Children's Perception." EDUCATIONAL REVIEW, 26, 1 (1936), 173-82.
Experiment showed that for children, aged three to six,

perception of number counting was easy, fractional number perception was difficult but became easier with age, and time concepts (hour, day, year) were limited and generally based on activities.

675. Hsuan, Wei-tung. "Put Mao Tse-tung's Thought in Command of Kindergarten Education." SURVEY OF CHINA MAINLAND PRESS, 4400 (April 23, 1969), 1-6.
Condemns the kindergarten program set up in 1960 by the Party's former Department of Propaganda.

676. "Infant Education." CHINA PICTORIAL, 9 (1984), 14-15.
Many nurseries are adopting the "Program for the Rearing and Education of Children under Three Years of Age," a Ministry of Public Health plan to stimulate and encourage children at each developmental stage.

677. Jeffrey, Inez C., and Lucille Lindberg. "Visit to a Nursery School/Kindergarten in the People's Republic of China." CHILDHOOD EDUCATION, 51, 2 (November-December 1974), 83-86.
Observations at nurseries and kindergartens in Shanghai.

678. Kessen, William, ed. CHILDHOOD IN CHINA. New Haven, CT: Yale University Press, 1975.
Psychologists, sociologists, a nursery teacher, and a pediatrician tell about care for Chinese children, ages 3-7. They show the relationship among ideology, child training, and child behavior. Family life and education at elementary and secondary levels are less fully explored.

679. Marzahn, Christian. "KINDHEIT IN CHINA" (Childhood in China). ZEITSCHRIFT FÜR PAEDAGOGIK, 23, 6 (December 1977), 927-33. In German.
This review of CHILDHOOD IN CHINA, edited by William Kessen, finds the book valuable but criticizes it for inadequate background on the history of Chinese society, too few references to research literature, and failure to recognize that Chinese childrearing practices are unique to that culture and not transferable to other settings. See entry 678.

680. Minkowski, L. "LES ENFANTS EN CHINE POPULAIRE ET AU VIET-NAM DU NORD À LA PÉRIODE PRÉSCOLAIRE: COMMUNICATION AVEC FILM ET PHOTOS" (Children in Communist China and North Vietnam During the Preschool Period: Communication with a Film and Photos). ANNALES MÉDICO-PSYCHOLOGIQUES, 1, 5 (1969), 818. In French.

Nursery schools in North Vietnam and China teach adult behavior and responsibility.

681. P'an, Lo-p'ei, and Tung-ping Kuan. "A Great Revolution in the Education of Children." CHINESE SOCIOLOGY AND ANTHROPOLOGY, 1, 1 (Fall 1968), 28-34.

Describes teaching Nanking children, ages three to seven, to love Chairman Mao, abhor rightists, and hate U.S. crimes in Vietnam.

682. Sidel, Ruth. "Early Childhood Education in China: The Impact of Political Change." COMPARATIVE EDUCATION REVIEW, 26, 1 (February 1982), 78-87.

In striking contrast to Cultural Revolution aims, preschools now stress skills and knowledge and encourage individual interests while inculcating patriotism and cooperation.

683. Sidel, Ruth. WOMEN AND CHILD CARE IN CHINA: A FIRSTHAND REPORT. Revised ed. New York: Penguin, 1982.

Describes changes in attitudes toward women and child care after 1949 (and since the original 1972 edition). Emphasizes nurseries, nursery schools, and kindergartens. Compares Chinese childrearing practices with those of Israel and the U.S.S.R.

684. Solomon, Richard H. MAO'S REVOLUTION AND THE CHINESE POLITICAL CULTURE. Berkeley: University of California Press, 1971.

Author's psychocultural theory is that Chinese childrearing, indulgent up to the teens and sternly controlled thereafter, accounts for Chinese ready submission to authority, inability to handle emotional release, and fear and avoidance of competition and conflict.

685. Spock, Benjamin. "Dr. Spock: Child Care in China." CHINA NOW, 52 (June 1975), 16-17.
Famed U.S. pediatrician visited China, 1973. Praised public health and child rearing but preferred that children under age three be cared for at home by the family rather than in the group facilities China provides. Praised China's "serve the people" emphasis.

686. Zhen, Zu. "Preschool Education in China." EARLY CHILD DEVELOPMENT AND CARE, 8, 3-4 (1982), 273-77.
An experimental preschool program, based on the premise that the environment influences a child's intelligence most before age five, used traditional lessons, games, environmental observation, and physical work.

Chapter 18

ECONOMIC DEVELOPMENT AND EDUCATION

687. Adler, Solomon. THE CHINESE ECONOMY. New York: Monthly Review, 1957.

Analysis of China's economic growth and its implications for other developing countries. By 1956 secondary school enrollment had passed the 1957 target, primary school enrollment was almost on target, and higher education enrollment was 54,000 below target.

688. Andors, Stephen. CHINA'S INDUSTRIAL REVOLUTION: POLITICS, PLANNING, AND MANAGEMENT, 1949 TO THE PRESENT. New York: Pantheon, 1977.

Examines decision-making and power distribution within factories and planning and coordination among factories. Agrees that Western-educated specialists were a crucial resource after 1949. Contends that the Yenan experience strengthened the Communist belief that mental and manual work must be combined. During the Cultural Revolution Mao destroyed China's two-track educational system and "discovered a way . . . that does not ultimately rely on a technocratic or bureaucratic elite."

689. Bastid, Marianne. "Chinese Educational Policies in the 1980s and Economic Development." CHINA QUARTERLY, 98 (June 1984), 189-219.

Reversing a stance held since 1949, the government has agreed that the primary objective of education is to meet the country's economic needs by training a qualified elite and by teaching basic subjects necessary for learning certain technical skills. This policy is widening the gap between urban and rural opportunities; its economic success will be slowed by the political and social climate in which it is implemented.

690. Brugger, William. DEMOCRACY AND ORGANIZATION IN THE CHINESE INDUSTRIAL ENTERPRISE (1948-1953). Cambridge, England: Cambridge University Press, 1976.
After Communists' failed attempt to combine broad participation in factory management with a U.S.S.R. system of rigid control, shifted to a distinctly Chinese model of industrialization. Discusses education as a key resource for China's development. Says that universities produced too few engineers, and workers were trained on the job in technical skills. The educational gap between foremen and their staffs stimulated training programs, and the Party insisted that politics be taught along with skills.

691. Buchanan, Keith. THE TRANSFORMATION OF THE CHINESE EARTH. London: G. Bell & Sons, 1970.
The need for a well-educated labor force is discussed.

692. Butler, S.R., and P.J. Sheean. "Changes in Chinese Education Since the Death of Mao Zedong." CANADIAN AND INTERNATIONAL EDUCATION, 8, 2 (1979), 45-57.
Describes post-Mao educational changes as part of a pragmatic drive to modernize China.

693. Chan, Anita. "Images of China's Social Structure: The Changing Perspectives of Canton Students." WORLD POLITICS, 34, 3 (April 1982), 295-323.
Based on 14 interviews and documents; considers whether or not a new bureaucratic class has emerged from the former middle class since the Cultural Revolution.

694. Chandra-Sekhar, Sripati. RED CHINA: AN ASIAN VIEW. New York: Praeger, 1961.
Indian demographer describes education, women's status, and the family in China; compares future prospects for India

and China; and concludes that the U.S. role in economic development will make a decisive difference.

695. Chen, Nai-Ruenn, and Walter Galenson. THE CHINESE ECONOMY UNDER COMMUNISM. Chicago: Aldine, 1972.

Summarizes China's economic development under Communism. Soviet educational and training aid played a crucial role after 1950. In 1949 fewer than 20 percent of Chinese were literate. Engineers and scientists were in short supply because most university graduates were in the liberal arts. By 1960 primary school enrollment was 90 million. By 1967 a third of the 1.7 million completing higher education were engineers.

696. Chen, Theodore H. E. "Education and the Economic Failures in Communist China." EDUCATIONAL RECORD, 44, 4 (October 1963), 348-53.

Education policy is one cause for China's economic failures, along with faulty planning, collectivization, and ideological emphasis. Because schools have expanded rapidly, demanded quick results, and relied on trusted Communists (many barely literate), China lacks competent teachers and other experts.

697. China Youth Publishing House. CHUNG-KUO CH'ING-NIEN WEI SHIH-HSIEN TI-I KO WU-NIEN CHI-HUA ERH TON-CHENG TI JEN-WU (THE MISSION OF THE CHINESE YOUTH IN FULFILLING THE FIRST FIVE-YEAR PLAN—DOCUMENTS OF THE NATIONAL CONGRESS OF YOUNG ACTIVISTS FOR SOCIALIST CONSTRUCTION). Peking: China Youth Publishing House, 1956. In Chinese.

Contains speeches on the First Five Year Plan by Teng Hsiao-p'ing, Hu Yao-pang, and other government officials.

698. DeLeyne, Jan. THE CHINESE ECONOMY. New York: Harper and Row, 1971.

Despite absence of statistics after 1960, attempts to assess China's economy. Points to problems of low production and overpopulation. A major resource is a small but first-rate elite in research and development. Is cautiously optimistic about China's future economic growth if isolationism is abandoned. Early 1960s rise in underemployment among secondary and higher education graduates occurred because industrial investment declined.

699. Duncan, James S. "Red China's Economic Development Since 1949." CONTEMPORARY CHINA. Edited by Ruth Adams. New York: Vintage Books, 1966, pp. 139-49.

Changes in China's economy since 1949 and the role of students, scientists, and technicians in economic development.

700. Egashira, Kazuma. "Chinese-Style Socialism: Some Aspects of Its Origin and Structure." ASIAN SURVEY, 15, 11 (1975), 981-95.

Discusses pragmatic, ideological, and political aspects of Mao Tse-tung's style of socialism in China, 1953-70s, emphasizing its impact on economic growth, agriculture, and education.

701. Emerson, John Philip. "Manpower Training and Utilization of Specialized Cadres, 1949-1968." THE CITY IN COMMUNIST CHINA. Edited by John Wilson Lewis. Stanford, CA: Stanford University Press, 1971, pp. 183-214.

Analyzes educational policies in relation to high-level manpower needs and evaluates success in training and using professional and semiprofessional personnel up to the Cultural Revolution.

702. Glassman, Joel N. "Education and Culture." CHINA, A COUNTRY STUDY. AREA HANDBOOK SERIES. Edited by Frederica M. Bunge and Rinn-Sup Shinn. 3rd ed. Washington, DC: Government Printing Office, 1981, pp. 135-59.

China's education policy in 1980 was designed primarily to facilitate the country's economic modernization, a reversal of the Maoist policy implemented after 1966. Loyalty of intellectuals and artists was sought.

703. Glassman, Joel N. "Educational Reform and Manpower Policy in China, 1955-1958." MODERN CHINA, 3, 3 (July 1977), 259-90.

The 1955 educational manpower policy of China's First Five-Year Plan called for more specialized secondary training. But excessive urban population growth and urban unemployment forced an increase in elementary education programs. In 1957, the switch to the labor intensive projects of the Great Leap Forward necessitated a further policy change. Lower-level and terminal secondary education was emphasized to train more highly motivated and politically educated workers.

704. Gray, Jack Douglas. "The Economics of Maoism." BULLETIN OF THE ATOMIC SCIENTISTS, 25, 2 (February 1969), 42-51.

Mao was not indifferent to economic matters but instead wanted educational and economic policy to eliminate class conflict.

705. Grossman, David L. "Modernization Takes Command: Education in China in the Post-Mao Era." Paper presented at the American Educational Research Association, San Francisco, April 1979. ERIC ED 170 211.

Shows how China's contradictory ideals of economic growth and class equality have affected education. China's drive to modernize will require more higher education and specialized training.

706. Herschede, Fred. "Chinese Education and Economic Development: An Analysis of Mao Zedong's Contributions." JOURNAL OF DEVELOPING AREAS, 14, 4 (1980), 447-68.

Critics say Mao Tse-tung successfully aided primary education and semi-skilled workers but did not prepare specialized personnel for modern industrialization. Mao believed that basic knowledge for many would bring a better return than much knowledge for a few. China, still backward, needs technical training for modernization.

707. Hoffman, Charles. "Employment in the People's Republic of China." ASIAN THOUGHT AND SOCIETY, 7, 20 (1982), 156-75.
Discusses employment, unemployment, and underemployment, 1949-81, with special attention to labor force growth, technical and professional employment, education and training of the work force, and productivity.

708. Hua, Kuo-feng. "On Economic and Social Policy in China: A Report by Hua Kuo-feng." POPULATION AND DEVELOPMENT REVIEW, 4, 1 (1978), 167-79.
Part of a larger report on economic and social changes since Mao's death, including increasing science and education.

709. Ji, Hua. "Education in China." ALMANAC OF CHINA'S ECONOMY, 1981, WITH ECONOMIC STATISTICS FOR 1949-1980. COMPILED BY THE ECONOMIC RESEARCH CENTRE, THE STATE COUNCIL OF THE PEOPLE'S REPUBLIC OF CHINA AND THE STATE STATISTICAL BUREAU. Edited by Xue Muqiao. New York and Hong Kong: Modern Cultural Co., 1982, pp. 743-52.
Minister of Education presents official brief history of education since 1949, statistics for each school level, and government explanation and defense of school policy. See entry 748.

710. Jones, John F., ed. BUILDING CHINA: STUDIES IN INTEGRATED DEVELOPMENT. Seattle: University of Washington Press, 1981.
Survey of China's development strategy, 1949-80, in industry, agriculture, health care, water conservation, and education. Data on education and health show accomplishments despite Maoist extremism.

711. Kavich, Lawrence L. "1983 Pedagogy in the People's Republic of China: A Comparative Model." Paper presented at the American Educational Studies Association, Milwaukee, WI, November 1983. ERIC ED 240 025.
Not since 1949 have China's educational goals been so clear as in the 1980s, with schooling seen as the way to

prepare youth intellectually, morally, and physically for China's future economic development.

712. Lampton, David M. "The Roots of Interprovincial Inequality in Education and Health Services in China Since 1949." AMERICAN POLITICAL SCIENCE REVIEW, 73, 2 (June 1979), 459-77.

Interprovincial variations in the educational and health services result from economic and ecological factors.

713. Laurent, Philippe. "PRINCIPES IDÉOLOGIQUES DE LA POLITIQUE INDUSTRIELLE" (Ideological Principles of Industrial Politics). PROJET, December 1971, pp. 1187-1202. In French.

Scientific research and development of local small-scale industry.

714. Munro, Julia W. "A New Elitism in China?" CHRONICLE OF HIGHER EDUCATION, 15, 13 (November 28, 1977), 3-4.

Selecting key high schools with better resources and teachers is yet another sign of a return to elitism in Chinese education. Disparity between education in rural and urban and between poorer and richer provinces will continue to be great. Requiring students to do farm and factory work is less common, another cause of a widening intellectual-worker gulf.

715. Ng, Pedro Pak-tao. "Open-Door Education in Chinese Communes: Rationale, Problems, and Recent Changes." MODERN CHINA, 6, 3 (July 1980), 327-56.

Points to changes in "open-door education" (i.e., combining work and study) since the Cultural Revolution. Although productive labor and political education remain, labor need not be physical. Education emphasizes "expertness" more than "redness."

716. Orchard, J.E. "Industrialization in Japan, China Mainland, and India: Some World Implications." ANNALS OF THE ASSOCIATION OF AMERICAN GEOGRAPHERS, 50, 3 (1960), 193-215.

Survey of economic development in Japan, China, and India and of such problems as acquisition of technical and administrative skills.

717. Orleans, Leo A. "Research and Development in Communist China: Mood, Management, and Measurement." AN ECONOMIC PROFILE OF MAINLAND CHINA. Vol. 2. Washington, DC: Government Printing Office, 1967, pp. 549-78.

Describes research and development goals and structure and assesses human and capital resources. Early development plans were shattered by the self-reliance theme of the Great Leap Forward. By 1965 China had about 400,000 scientists and engineers. However, the Cultural Revolution set back economic development.

718. Pepper, Suzanne. "Education and Revolution: The 'Chinese Model' Revised." ASIAN SURVEY, 18, 9 (September 1978), 847-90.

Reviews Communist changes in the education structure and the post-Cultural Revolution emphasis on strengthening the country's economy.

719. Perkins, Dwight H. "The Central Features of China's Economic Development." CHINA'S DEVELOPMENT EXPERIENCE IN COMPARATIVE PERSPECTIVE. Edited by Robert F. Dernberger. Cambridge, MA: Harvard University Press, 1980, pp. 120-50.

China succeeded after 1949 in introducing centralized planning and management on the Soviet model largely because it had a pool of educated people as a result of the Chinese traditional emphasis on education (even in the nineteenth century, a third of the male population was at least literate).

720. Petrov, Victor P. CHINA: EMERGING WORLD POWER. New York: Van Nostrand, 1976.

Examines China's potential as a major industrial power. The chapter, "Human Resources," cites the increased output of engineers by technical schools and praises China's massive drive for literacy.

721. Pincus, Fred L. "Higher Education and Socialist Transformation in the People's Republic of China Since 1970: A Critical Analysis." REVIEW OF RADICAL POLITICAL ECONOMY, 11, 1 (Spring 1979), 24-37.

Since 1976 China's education has bowed to the need for technical expertness, a radical reversal of the Cultural Revolution's emphasis on political principles.

722. PROPOSALS OF THE EIGHTH NATIONAL CONGRESS OF THE COMMUNIST PARTY OF CHINA FOR THE SECOND FIVE-YEAR PLAN FOR DEVELOPMENT OF THE NATIONAL ECONOMY (1958-1962). Peking: Foreign Languages Press, 1956.

Called for strengthening scientific research by studying achievements of the U.S.S.R. and other countries and by supporting research in the Chinese Academy of Sciences, various government departmental research institutes, and universities and colleges. Recommended that higher education stress engineering and natural sciences, that the number of secondary schools be increased, that primary education be extended, and that rural children's literacy classes be held if primary schooling is unavailable.

723. Prybyla, Jan S. THE POLITICAL ECONOMY OF COMMUNIST CHINA. Scranton, PA: International Textbook, 1970.

Examines China's economic development since 1949 and shows education's relevance to each phase. Vast changes were undertaken in 1950-52 to include worker-peasant children and to alter the ideological stance of intellectuals. Language reform was important during the first five-year plan (1953-57), when enrollment increased at every school level. Maoist emphasis on "redness" and work-study was seen during the Great Leap Forward, the Socialist Education Campaign, and the Cultural Revolution.

724. Reford, Robert, and Stephanie Reford. "China: an Ancient Land Catching up with the World." INTERNATIONAL PERSPECTIVES, 8 (March-April 1979), 16-19.

At the Fifth National People's Congress, 1978, China announced plans for modernization of agriculture, industry, national defense, and science and technology. These plans had major educational implications.

725. Richman, Barry M. "Economic Development in China and India: Some Conditioning Factors." PACIFIC AFFAIRS, 45, 1 (1972), 75-91.

Compares education and economic gains in China and India. Says China's education system is more widespread, technological, and pragmatic, and the Chinese people are more eager to learn. Considers China's economic prospects brighter than India's except for the adverse effects of China's periodic lapses into ideological fanaticism.

726. Richman, Barry M. INDUSTRIAL SOCIETY IN COMMUNIST CHINA. New York: Random House, 1969.

Attempts to show the connection between other changes and the management and performance of factories. Four major dimensions examined are educational, sociological-cultural, political-legal, and economic changes. The chapter, "China's Response: Sociological-Cultural Education," shows that rigid state planning and control of schooling serve manpower needs and mold ideological thought. Educational structure at all levels and curricula are analyzed. Conclusion: because education does not meet manpower needs, industries spend valuable time with on-the-job training. China's anti-intellectual campaigns also reduce the effective manpower pool.

727. Riskin, Carl. "Workers' Incentives in Chinese Industry." CHINA: A REASSESSMENT OF THE ECONOMY. Edited by the Joint Economic Committee, U.S. Congress. Washington, DC: Government Printing Office, 1975, pp. 199-224.

The advantages of urban life over peasant conditions make industrial work attractive. Nurseries, day care centers, schools, and worker education programs are important incentives. But because the spread in wages is relatively narrow, China has little scope for offering other material incentives to increase production.

728. Robinson, Thomas W. "China in 1972: Socio-Economic Progress Amidst Political Uncertainty." ASIAN SURVEY, 13, 1 (1973), 1-18.

In 1972, policy on youth and education moved away from ideology and toward stability.

729. Rose, Lowell C. "China Seminar Report." EXECUTIVE SECRETARY'S MEMO, PHI DELTA KAPPA, 9, 10 (April 1979), 108.

Found "astonishing" the contrast between education in 1974 and 1979 because of the post-Mao demand for modernization and the emphasis on academic selection.

730. Ruixiang, Peng. "Thirty Years of Industrial Psychology in China." CHINESE SOCIOLOGY AND ANTHROPOLOGY, 12, 3 (1980), 62-77.

The field of industrial psychology, introduced into China in the early twentieth century, under Communism has stressed increasing production so that the state can accumulate more wealth.

731. Selden, Mark, ed. THE PEOPLE'S REPUBLIC OF CHINA: A DOCUMENTARY HISTORY OF REVOLUTIONARY CHANGE. New York: Monthly Review Press, 1979.

Documents focus on the relationship between socialism and economic development in China. Included are several on the women's movement and the revolution in education, such as "Up to the Mountains and Down to the Countryside: Educated Youth in the Countryside"; Teng Hsiao-p'ing's 1978 speech, "On Science and Modernization"; and a 1975 CHINA RECONSTRUCTS article showing how higher education in Shanghai "Walks on Two Legs."

732. Shirk, Susan L. THE POLITICS OF EDUCATION IN POST-MAO CHINA. New York: China Council of the Asia Society, 1979.

Examines education policy shifts since 1966. The Cultural Revolution, despite damaging effects, broadened opportunities for pre-university schooling, especially in rural areas. Such post-Mao changes as emphasizing higher education and research and returning control to centralized administration and the Education Ministry militate against the peasants, the less bright, and local officials. Concludes that success of these policies depends on a united Communist leadership.

733. Sigurdson, Jon. RURAL INDUSTRIALIZATION IN CHINA. Cambridge, MA: Council on East Asian Studies, Harvard University, 1977.

Former scientific attaché at Sweden's Peking Embassy, himself an engineer who also twice toured China and read extensively, found that China after 1958 succeeded in spreading certain industries into rural areas. Extension services were necessary for adult education in technology, aided also by provincial research institutes.

734. Simmonds, J. "Mass Modernization Aspects of the Chinese Experience." ASIA QUARTERLY, 1 (1972), 3-78.

Concludes that China's part-work, part-study school system hastened economic development.

735. Starr, John Bryan. "China's New Course." CURRENT HISTORY, 75, 439 (1978), 49-52, 84.

Teng Hsiao-p'ing's modernization program, which stresses centralization and professional (i.e., academic) competence (not Mao Tse-tung's desire for ideological fervor) is being implemented.

736. Stucki, Lorenz. BEHIND THE GREAT WALL: AN APPRAISAL OF MAO'S CHINA. New York: Praeger, 1965.

Swiss journalist includes education, citing as its goals training people to aid development while preventing technocrats from turning into Soviet-style revisionists.

737. Townsend, James R., and Richard C. Bush, eds. THE PEOPLE'S REPUBLIC OF CHINA: A BASIC HANDBOOK.

2nd ed. New York: China Council of the Asia Society, 1981. ERIC ED 200 469.

Education is among a broad range of topics in this China handbook which says that one's social status and other life circumstances (including schooling) are defined by one's work unit.

738. Tucker, Jan L., and M. Eugene Gilliom. "Education in China Today: Social and Moral Preparation for the Year 2000." SOCIAL EDUCATION, 48, 5 (May 1984), 312-23.

Since 1976 schools have become tools of modernization. Goals: to unify standards, especially at the secondary level; to instil appropriate values and social behavior; to lengthen senior high school to three years; and to raise academic achievement. Chinese social studies, heavily ideological, are central to the curriculum.

739. Tuqan, M.I. EDUCATION, SOCIETY AND DEVELOPMENT IN UNDERDEVELOPED COUNTRIES. The Hague, The Netherlands: Center for the Study of Education in Changing Societies, 1975.

Analyzes and compares five theories of development. Concludes that only the Chinese model, designed to reflect realities of Chinese society, seems to have worked well. Stops short of recommending it as a blueprint for other less developed countries.

740. UNESCO, Bangkok. EDUCATION IN ASIA AND OCEANIA: REVIEWS, REPORTS, AND NOTES. NUMBERS 13-14, SEPTEMBER 1978. New York: UNIPUB, 1978. ERIC ED 164 386.

Includes special report on China's drive to educate specialists. Cites guidelines and goals for a ten-year education plan.

741. U.S. Congress. Joint Economic Committee. CHINA: A REASSESSMENT OF THE ECONOMY: A COMPENDIUM OF PAPERS. Washington, DC: Government Printing Office, 1975.

Educational structure, availability of schools, and training for engineers and technicians are discussed in papers by Carl

Riskin (see entry 727) and Hans Heymann, Jr. (see entry 2445).

742. Van Slyke, Lyman P. et al. "Expanding Knowledge and Transforming Attitudes." RURAL SMALL-SCALE INDUSTRY IN THE PEOPLE'S REPUBLIC OF CHINA. Edited by Dwight Perkins. Berkeley: University of California Press, 1977, pp. 236-51.

Rural Small-Scale Industry Delegation visited 50 factories and ten communes where hosts told of need to change the widespread attitudes of fatalism and of superstitious awe of technology. Examines the role of educated youth (most of them secondary school graduates) and of the printed word in spreading technology.

743. Waller, Derek J. "Revolutionary Intellectuals or Managerial Modernizers?" POLITICAL QUARTERLY, 45, 1 (January-March 1974), 5-12.

Argues that China's educational reforms have left unresolved the problem of retaining revolutionary dynamism while allowing those with managerial skills to lead in achieving industrialization.

744. Wang, Hsüeh-wen. "Educational Reform on the Chinese Mainland--Besetting Problems." ISSUES AND STUDIES, 16, 12 (1980), 38-52.

Describes rebuilding education system after Cultural Revolution chaos and destruction. Educational reform, designed to support the Four Modernizations and politics, faces shortages of funds, equipment, qualified teachers, and students with basic skills.

745. Wang, Tong-eng. "Some Suggestions for Chinese Economic Studies." ASIAN SURVEY, 13, 10 (1973), 945-58.

Assesses the state of Chinese economic studies and suggests approaches for the future.

746. Wheelwright, E.L., and Bruce McFarlane. THE CHINESE ROAD TO SOCIALISM: ECONOMICS OF THE CULTURAL REVOLUTION. New York: Monthly Review Press, 1970.

Australian economists define the Chinese dilemma: Shall the priority be creating a new Communist man or producing things? Economic developments are studied for two periods: 1949-65 and 1966-68. Concluding section examines Chinese ideology and politics. Education produced too narrow specialists. Effects of Cultural Revolution's education changes on the economy was possibly damaging because theory was neglected.

747. Wren, Christopher S. "Chinese Study Capitalist Lessons." NEW YORK TIMES, June 27, 1982, III, p. 8.
U.S. Department of Commerce and three Chinese government agencies sponsored a six-month management course at Dalian Institute of Technology for middle level managers, ages 30-55, with a technical degree and five years' experience. The curriculum, taught by a rotating faculty of U.S. specialists, offered a condensed version of a Master's of Business Administration program.

748. Xue, Muqiao, ed. ALMANAC OF CHINA'S ECONOMY 1981, WITH ECONOMIC STATISTICS FOR 1949-1980. COMPILED BY THE ECONOMIC RESEARCH CENTRE, THE STATE COUNCIL OF THE PEOPLE'S REPUBLIC OF CHINA AND THE STATE STATISTICAL BUREAU. Edited by Xue Muqiao. New York and Hong Kong: Modern Cultural Co., 1982.
Chapters by officials on education, the sciences, employment (including vocational training), trade unions (including the educational level of workers), use of libraries, spare-time education, cultural achievements, and journalism (including research and training). Appendixes: professional secondary schools, colleges, and universities with departments in finance, economics, and managment. See entry 709.

749. Yang, Tien-yi. "Entrepreneurship in People's China." KEIZAI-SHI-GAKU, 8, 2 (1974), 59-92.
Mao saw the education of peasants as the fundamental problem of the Chinese economy.

750. Yeh, Jih-sung. "CH'UANG-HSIN CHING-SHEN CHIAO-YU YÜ CHING-CHI FA-CHAN" (Entrepreneurship, Education, and Economic Development). SSU YÜ YEN, 17, 3 (1979), 41-50. In Chinese.

Urges that China build an educational system that can hasten economic growth.

751. Yeh, K.C. "Macroeconomic Changes in the Chinese Economy during the Readjustment." CHINA QUARTERLY, 100 (December 1984), 691-716.

A low-quality labor force is part of China's economic problem. Estimated unemployment in 1978 was ten million to 29 million in urban areas (where formerly rusticated youth returned) and 40 million to 90 million in rural areas. Almost 90 percent of the work force had junior high education or less, while 28 percent of the work force was illiterate. Scientists and technicians composed only one percent of the work force.

Chapter 19

EDUCATION, GENERAL

752. Abegg, Lily. "PRIVILEGIERTE UND ANALPHABETEN: DAS ERZIEHUNGSWESEN IN CHINA" (The Privileged and the Illiterate: The Chinese Educational System). ATLANTIS, 29 (1957), 51-60. In German.

753. Aero, Rita. THINGS CHINESE. Garden City, NY: Doubleday, 1980.
Alphabetical definitions concerned with China's culture include: Book Burning (213 B.C.), Child Rearing, Civil Service Examination, Confucian Classics, Dictionaries, and Education.

754. Agostinoni, Emidio. STUDI SULL'EDUCAZIONE DEL POPOLO CINESE (STUDIES ON CHINESE EDUCATION). Milan, Italy: Vallardi, 1903. In Italian.

755. Akademiia Pedagogicheskikh Nauk RSFSR, Moscow. SHKOLA PROSVESHCHENIE V NARODNOM KITAE; SBORNIK STATEI (SCHOOLS AND EDUCATION IN THE CHINESE PEOPLE'S REPUBLIC: A SYMPOSIUM). Moscow: 1957. In Russian.

756. Anglo-Chinese Educational Institute. EDUCATION IN CHINA. MODERN CHINA SERIES NO. 5. London: Anglo-Chinese Educational Institute, 1975. ERIC ED 104 740.
A brief history of Chinese education, 1900-73, and a description of schooling at all levels.

757. Arens, Richard. "DAS SCHULWESEN IN CHINA, MIT BESONDERER BERÜCKSICHTIGUNG DER SCHULVERHALTNISSE IN NORDCHINA" (China's Educational System, with Special Attention to Educational Conditions in North China). MISSIONSWISSENSCHAFT UND RELIGIONSWISSENSCHAFT, 33, 2 (1949), 92-103. In German.

758. Arsent'ev, Aleksandr Ivanovich. ZVEZDY NAD KITAEM (STARS OVER CHINA). Simferopol, U.S.S.R.: Krymizdat, 1959. In Russian.

759. "Art, Literature and Education." Quarterly Chronicle and Documentation. CHINA QUARTERLY, 89 (March 1982), 138-41.

Streaming (ability grouping) criticized in primary and middle schools. Primary and middle school teachers' salaries to be made comparable to government workers' salaries of the same grade.

760. Barendsen, Robert D. "The 1960 Educational Reforms." CHINA QUARTERLY, 4 (October-December 1960), 55-65.

Outlines changes in elementary and secondary education, 1950-60; motivations for and implications of these changes.

761. Barendsen, Robert D. PLANNED REFORMS IN THE PRIMARY AND SECONDARY SCHOOL SYSTEM IN COMMUNIST CHINA. Washington, DC: Government Printing Office, 1960.

Describes 1960 reform of substituting for the old six-year elementary plus six-year secondary ladder a four-year elementary, three-year junior middle and three-year senior middle school. The shortened ten-year elementary-secondary school ladder aided economic development by putting manpower to work earlier.

762. Bichurin, Nikita Iakovlevich. "VZGLIAD NA PROSVESHCHENIE V KITAI" (A Look at Education in China). ZHURNAL MINISTERSTVA NARODNAGO PROSVESHCHENIIA, 16, 4 (1838), 324-66; 16, 5 (1838), 568-95. In Russian.

763. Blake, Henry Arthur. CHINA. New York: Macmillan, 1909.

Education is a topic in this illustrated description of people, places, and customs in early twentieth century China.

764. Blakeslee, George Hubbard, ed. RECENT DEVELOPMENTS IN CHINA: CLARK UNIVERSITY ADDRESSES, NOVEMBER, 1912. New York: G. E. Stechert, 1913.

Includes 22 papers presented at a November 1912 conference. On education: E. W. Capen, "Relation of the Returned Students to the Chinese Revolution"; C. W. Young, "The Westernizing of Chinese Medical Practice"; P. W. Kuo, "Effects of the Revolution Upon the Educational System of China"; Leo Desmet, "Organization and Recent Work of the Catholic Missions in China"; and J. F. Goucher, "Some Recent Developments of Christian Education in China."

765. Bonavia, David. THE CHINESE. New York: Lippincott and Crowell, 1980.

"Classroom Under Siege" chapter reviews Maoist reasons for remaking schools during the Cultural Revolution; examines ways of recruiting teachers after years of attacking them for being politically suspect; praises accomplishments of rural elementary schools, financed mostly by collective funds, not the central government; and characterizes the post-1976 enthusiasm of educators who are rebuilding secondary and higher education systems.

766. Borel, Claude. "L'ENSEIGNEMENT EN CHINE" (Education in China). BULLETIN DE LA SOCIÉTÉ DE GÉOGRAPHIE DE MARSEILLE, 37 (1913), 192-97. In French.

767. Bratton, Dale L. "Secondary Literature on Communist Chinese Education." SOCIOLOGY OF EDUCATION, 40, 1 (Winter 1967), 80-89.

Analyzes Communist literature about education, mostly formal descriptions of school policies and practices. Compares Chinese and Soviet education. Selected bibliography on higher education, youth and student organizations, and ideological reform.

768. Brou, Alexandre. "LES RÉFORMES SCOLAIRES EN CHINE" (Educational Reforms in China). ÉTUDES, 127, 4 (May 20, 1911), 461-79; 128, 1 (July 5, 1911), 25-46. In French.

769. Bunge, Frederica M., and Rinn-Sup Shinn, eds. CHINA, A COUNTRY STUDY. AREA HANDBOOK SERIES. 3rd ed. Washington, DC: Government Printing Office, 1981. ERIC ED 233 947.

Basic facts about China's social, economic, political, and military institutions. "Education and Culture" by Joel N. Glassman and "Science and Technology" by Pierre M. Perrolle are two of 14 major topics covered.

770. Butterfield, Fox. "China's Schools Test Grouping by Ability." NEW YORK TIMES, May 14, 1978, p. 10.

Ability grouping, entrance examinations, and an academic curriculum are part of the educational recovery from Cultural Revolution excess and the push for modernization.

771. Butterfield, Fox. "Schools in China Still Lag." NEW YORK TIMES, February 12, 1980, pp. C1, C4.

U.S. experts who analyzed China's 1978 college admissions test found Chinese students behind their U.S. counterparts in chemistry and possibly physics but roughly equivalent in mathematics. Literacy rates also lag: 30 percent (240,000,000) of China's rural population is illiterate; 120,000,000 people under age 45 are illiterate.

772. Cha, L.C. et al. "System of Educational Administration in China." EDUCATION IN CHINA. Edited by T. Y. Teng and T. T. Lew. Peking: Society for the Study of International Education, 1923, pp. 1-8.

Describes duties of educational administrators at national, provincial, and local levels.

773. Chaffee, Frederic H. et al. AREA HANDBOOK FOR COMMUNIST CHINA. Foreign Area Studies of the American University. Washington, DC: Government Printing Office, 1967.

Reviews educational history and summarizes educational developments at all levels and among ethnic minorities under Communism. Also examines science policy and political education through media, schools, and other propaganda programs.

774. Chai, Pien. "Revolution in Education." A GLANCE AT CHINA'S CULTURE. Peking: Foreign Languages Press, 1975, pp. 7-18.
Summary of educational changes in China; prepared by the Government's foreign language publishing house.

775. Chan, Pauline. "Education in the People's Republic of China: Tradition and Change." EQUALITY AND FREEDOM IN EDUCATION: A COMPARATIVE STUDY. Edited by Brian Holmes. London: George Allen and Unwin, 1985, pp. 178-208.
Equalizing educational opportunity in six countries, including China. Examines aims of education (Maoism since late 1950s), administration, finance, organization and structure, curriculum, teacher education, higher education; gives enrollment and other statistics, 1977-79.

776. Chang, Chi-hsin. CHUNG-KUO CHIAO-YÜ HSING-CHENG TA-KANG (OUTLINE OF CHINESE EDUCATIONAL ADMINISTRATION). Shanghai: Commercial Press, 1934. In Chinese.
Covers (to 1928): Chinese and Western educational theories and practices, education administration, historical changes of central and local education administration since late Ch'ing period, municipal school administration and supervision, three levels of education (elementary, secondary, higher), social education, and school finance.

777. Chang, Ching-hsi. SAN-SHIH-NIEN-LAI CHIH HSI-K'ANG CHIAO-YÜ, SHANG CHÜAN (SINKIANG EDUCATION IN THE LAST THIRTY YEARS, CHUAN 1). Shanghai: Commercial Press, 1939. In Chinese.
State of education in underdeveloped Sinkiang Province.

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778. Chang, Nai-fan. "Chinese Communist Educational System." CHINESE COMMUNIST AFFAIRS, 3, 1 (February 1966), 32-66.

Reviews education policy since 1949, describes lower school, higher education, and spare-time education structures and curricula. Criticizes the "Marxist-Leninist heresy" on which all education is based.

779. Chang, Pe Chin. "Redirecting Educational Effort in China." PACIFIC AFFAIRS, 6, 6-7 (June-July 1933), 281-91.

Weaknesses in Chinese schools identified by the League of Nations Mission of Educational Experts. Concludes that educational leaders need to establish cooperation of intellectual and manual labor at the secondary and university levels.

780. Chen, Theodore H.E. "China, Education in." ENCYCLOPEDIA OF MODERN EDUCATION. Edited by Harry N. Rivlin and Herbert Schueler. New York: Philosophical Library of New York, 1943, pp. 130-34.

Depicts the educational structure established in 1928, when China for the first time coordinated schooling centrally and supervised private schools. Describes school changes at all levels during the 1930s. Tells of adult education, especially language reforms to aid literacy and the 1940 plan to end illiteracy in five years.

781. Chen, Theodore H.E. "Education." CHINA: A HANDBOOK. Edited by Yuan-li Wu. New York: Praeger, 1973, pp. 691-704.

Describes education, its achievements and problems, and includes a bibliography with brief annotations.

782. Chen, Theodore H.E. "Educational Control in China." HSIEH TA JOURNAL, 3 (August 1935), 1-16.

783. Cheng, Chi-pao. "China, Part II: Public Education." THE YEAR BOOK OF EDUCATION 1949. Edited by G. B. Jeffery et al. London: Evans Brothers, 1949, pp. 610-20.

Chapters: Fundamental Education of National Government, Education for Minority Races, Teacher Training, Language Problems, and Audio-Visual Aids.

784. Cheng, Chi-pao. "Educational Administration in Hupeh." CHINA QUARTERLY, 1, 3 (March 1936), 37-46.
Provincial education commissioner in Hupeh Province, former Communist stronghold, describes schooling at all levels, emphasizes literacy, citizenship training, and the value of radio teaching, and urges more support for science and technical education.

785. Cheng, James Chester. BASIC PRINCIPLES UNDERLYING THE CHINESE COMMUNIST APPROACH TO EDUCATION. Washington, DC: Department of Health, Education and Welfare, 1961.
Historical interpretation of education policy shifts, with Communist policy by Mao Tse-tung and others used to shape Marxian dogma to Chinese conditions.

786. Ch'iang, Shu-ko. CHUNG-KUO CHIN-TAI CHIAO-YÜ CHIH-TU (MODERN EDUCATIONAL SYSTEM OF CHINA). Shanghai: Commercial Press, 1934. In Chinese.
Surveys history and growth of education administration, central and local; chapters on compulsory education, social education (outside formal schools), private schools, and education overseas.

787. "CHIAO-YÜ TSA-CHIH" (Current State of Education). CHINESE EDUCATIONAL REVIEW, 26, 7 (July 1936), entire issue. In Chinese.
Cited as "one of the oldest modern periodicals . . . widely read by teachers. . . . In close touch with government officials as well as educators."

788. Ch'ien, Chün-jui. "The Policy of Educational Construction in Present-Day China." CULTURE AND EDUCATION IN NEW CHINA. Peking: Foreign Languages Press, 1951, pp. 21-35.

Vice-Minister of Education says that first educational goal is to serve peasants and workers by teaching cadres and soldiers, providing classes for workers and peasants, promoting literacy, and opening short-term secondary school courses.

789. CHINA: EYEWITNESS REPORTS FROM TWELVE WESTERN SPECIALISTS. Six audiocassettes (15-35 minutes each), with Teacher's Guide. Princeton, NJ: Visual Education Corporation, 14 Washington Road, 1976.
Audiotapes for U.S. high schools include: legal system, thought reform, mass media, family life, education, primary and secondary schools, medicine, health, agriculture, communes, cities, child care, and religion.

790. China Foundation for the Promotion of Education and Culture. FIFTH REPORT. Peking: Commercial Press, 1930.
Details of the foundation from July 1929 to June 1930.

791. Chou, Yu-t'ung. "WO TI LI-HSIANG TI CHIAO-YÜ CHIH-TU" (My Ideal Education System). MIN-TOH MONTHLY, 3, 3 (March 1922), 1-14. In Chinese.

792. Chu, Chia-hua. "The Reform of Chinese Education in 1932." PEOPLE'S TRIBUNE, 9, 6 (June 16, 1935), 393-417.

793. Chu, Ming-yi. "Physical Culture." THE CHINESE YEARBOOK 1935-36. PREMIER ISSUE. Edited by Chungshu Kwei. Shanghai: Commercial Press, 1935, pp. 541-53.
Twentieth century development of Western-style physical education, influenced by Japan and Germany and greatly strengthened by the Kuomintang's 1933 plan for promoting physical culture among the masses. The Education Ministry in 1932 published a plan for teaching physical education.

794. Chu, Wen-djang. "Education." A REGIONAL HANDBOOK ON NORTHWEST CHINA. Edited by Far Eastern and Russian Institute, University of Washington. New Haven, CT: Human Relations Area Files, 1956, Vol. I, pp. 300-23.

History of traditional, Nationalist, and Communist education in Northwest China (Chinghai, Kansu, Ninghsia, Shensi, and Sinkiang Provinces); describes Moslem, Buddhist, and other minority schooling and the spread of ideological training after 1949.

795. Chuang, Chai Hsuan. "China." EDUCATIONAL YEARBOOK OF THE INTERNATIONAL INSTITUTE OF TEACHERS COLLEGE, COLUMBIA UNIVERSITY, 1936. Edited by I. L. Kandel. New York: Bureau of Publications, Teachers College, Columbia University, 1936, pp. 191-223.

Educational developments since 1927, including finance, indemnity funds, provincial and local administration, national education conferences, and school system. Discusses aims, preschool, elementary curriculum, compulsory education, continuation and vocational schools, secondary schools, preparation of teachers, Organizing Law of Universities, 1929, restructuring of arts and law studies, research institutions, studying abroad, and social education.

796. Chuang, Che-hsuan. JU-HO SHIH HSIN-CHIAO-YÜ CHUNG-KUO HUA (HOW TO SINIFY MODERN EDUCATION). Shanghai: Min-chih shu-chu, 1929. In Chinese.

Sun Yat-sen University professor emphasized the need to adjust education to China's actual social and economic needs.

797. Chuang, Yu, and Sheng-nai Ho, eds. TSUI-CHIN SAN-SHIH-WU-NIEN CHIH CHUNG-KUO CHIAO-YÜ (CHINESE EDUCATION IN THE LAST THIRTY-FIVE YEARS). Shanghai: Commercial Press, 1931. In Chinese.

"Commercial Press of the Last Thirty-Five Years" gives history of this largest publishing house in China and describes the career of its general manager, Wang Yün-wu. Other articles: Ts'ai Yüan-p'ei, "The New Chinese Culture of the Last Thirty-Five Years"; Chu Ching-nung on educational administration; and articles on various school levels, mass education, women's education, language, printing, and others.

798. Cihak, J. "PEDAGOGICKÁ VEDA L'UDOVEJ CÍNY" (Pedagogy in the People's Republic of China). JEDNOTNA SKOLA, 12, 6 (1957), 750-56. In Czech.

799. COLLECTED DOCUMENTS OF THE FIRST SINO-AMERICAN CONFERENCE ON MAINLAND CHINA. Taipei: Institute of International Relations, 1971.

Contains five research reports and 33 papers presented at the 1970 conference. Includes papers by Theodore H. E. Chen, Stefan T. Possony, Li Yu-ning, and Wang Chang-ling.

800. Constantini, Otto. "DIE WASSERBEWOHNER VON CANTON" (The People Who Live on the Water in Canton). ZEITSCHRIFT FÜR WIRTSCHAFTSGEOGRAPHIE, 14, 2 (1970), 39-40. In German.

Describes Canton boat people, now educated, whose boats are used by tourists.

801. Copper, John Franklin. CHINA'S GLOBAL ROLE: AN ANALYSIS OF PEKING'S NATIONAL POWER CAPABILITIES IN THE CONTEXT OF AN EVOLVING INTERNATIONAL SYSTEM. Stanford, CA: Hoover Institution Press, 1980.

Assesses China's strengths and weaknesses in terms of world power status. Concludes that while China is important, it will generally behave as a second-ranking power. Education is related to China's scientific and technological capabilities. Statistics show that China ranks fifty-third in the world in the proportion of gross national product spent on education, and higher education is also weak because of attacks on the intelligentsia.

802. Cordier, Charles Georges. "L'ENSEIGNEMENT EN CHINE ET PLUS PARTICULIÈREMENT AU YUNNAN" (Education in China, with Emphasis on Yunnan). REVUE INDO-CHINOISE, 44, 11-12 (November-December 1925), 387-432. In French.

803. Cordier, Charles Georges. "RÉFORME SCOLAIRE ET INSTRUCTION PUBLIQUE AU YUNNAN: SITUATION EN 1911" (Educational Reform and Public Education in Yunnan in 1911). REVUE INDO-CHINOISE, 17, 1 (January 1912), 25-61; 17, 2 (February 1912), 143-49. In French.

804. Courant, Maurice Auguste. "RÉFORME DE L'INSTRUCTION EN CHINE" (Educational Reform in China). NOUVELLE REVUE PÉDAGOGIQUE, 48, 6 (June 1906), 548-73. In French.

805. Croizier, Ralph C., ed. CHINA'S CULTURAL LEGACY AND COMMUNISM. New York: Praeger, 1970.
Articles on the effect of Communism on China's museums, monuments, history, archaeology, philosophy, religion, language, literature, architecture, science, opera, painting, sculpture, crafts, and cuisine.

806. "Culture and Education." Quarterly Chronicle and Documentation. CHINA QUARTERLY, 87 (September 1981), 553-54.
Several articles stress the need for art and literature to serve the people and socialism. Also, new presidents announced at Peking University and the Academy of Sciences.

807. Davidson, Basil. "On Learning." DAYBREAK IN CHINA. London: Jonathan Cape, 1953, pp. 113-23.
Describes book publishing, films, Canton primary schools, and school statistics at all levels in China.

808. Destenay, Anne L. NAGEL'S ENCYCLOPEDIA-GUIDES: CHINA. Geneva: Nagel Publishers, 1979.
Sections on Chinese language and on modern Chinese culture, with a description of schooling at all levels.

809. Durdin, Tillman et al. THE NEW YORK TIMES REPORT FROM RED CHINA. New York: Quadrangle, 1971.
Three articles under "The Children of Chairman Mao: Education and Child-Rearing," several under "Science and Medicine," and five on "Culture after the Cultural Revolution."

810. Edmunds, Charles Keyser. MODERN EDUCATION IN CHINA. Department of the Interior, Bureau of Education, Bulletin, 1919, No. 44. Washington, DC: Government Printing Office, 1919.

Brief history and current status of education, covering curriculum, discipline, teachers, finance, degrees, students abroad, women's education, engineering, agriculture, medicine, causes of backwardness, mission schools, Canton Christian College, Peking Union Medical College.

811. "Education and Cultural Affairs." Quarterly Chronicle and Documentation. CHINA QUARTERLY, 85 (March 1981), 190-91.

Dual secondary education policy will be pursued: continuing general education and also increased vocational and technical education. Also, in recent years 5,100 students were sent to study in 45 countries, over 4,600 in the natural sciences, 110 in social sciences, and 380 in foreign languages.

812. "Education and Culture (Including the Question of Intellectuals)." Quarterly Chronicle and Documentation. CHINA QUARTERLY, 92 (December 1982), 770-72.

Aim is for universal primary education by 1990. China needs more two-year colleges; more education by radio, TV, and correspondence courses; and more workers' night universities. Regrets that there are few college-educated personnel in rural areas. Urges that intellectuals be recruited into Party ranks.

813. "Education and Culture (Including the Question of Intellectuals)." Quarterly Chronicle and Documentation. CHINA QUARTERLY, 95 (September 1983), 588-90.

Gives 1982 enrollment at all school levels. Urges universal primary education by 1990, strengthening vocational education in order to apply science and technology to agricultural production, admission of more rural students to all schools, sending trained people to the countryside, and using intellectuals more fully.

814. "Education and Culture." Quarterly Chronicle and Documentation. CHINA QUARTERLY, 49 (January-March 1972), 188.

815. "Education and Culture." Quarterly Chronicle and Documentation. CHINA QUARTERLY, 50 (April-June 1972), 377-78.

816. "Education and Culture." Quarterly Chronicle and Documentation. CHINA QUARTERLY, 51 (July-September 1972), 584-86.

817. "Education and Culture." Quarterly Chronicle and Documentation. CHINA QUARTERLY, 52 (October-December 1972), 774-75.

818. "Education and Culture." Quarterly Chronicle and Documentation. CHINA QUARTERLY, 91 (September 1982), 553-55.

School statistics at all levels for 1980 and 1981. Criteria given for university admissions. Inappropriate school practices during the Cultural Revolution resulted in poor training of those entering the work force.

819. "Education in Asia and Oceania: The People's Republic of China." BULLETIN OF THE UNESCO REGIONAL OFFICE FOR EDUCATION IN ASIA AND OCEANIA, 20 (June 1979), 50-55.

Noncritical educational overview since 1949: illiteracy reduced and women and minorities' schooling at all levels increased. By 1979 over 200 million Chinese youth were full-time students (taught by nine million "education workers"): 140 million elementary, 60 million secondary, and 600,000 higher education enrollees.

820. EDUCATION IN COMMUNIST CHINA: ARTICLES FROM CHINESE SOURCES ON EDUCATION. Washington, DC: Government Printing Office, 1965.

Articles on education published in mainly scholarly and political journals, 1956-62, many of them about work and study, examinations, and other features of school and university policy. Articles from Japanese publications include "Educational Program of Communist China" and "Legal Education and Research."

821. "Education." Quarterly Chronicle and Documentation. CHINA QUARTERLY, 3 (July-September 1960), 126.
Lu Ting-yi's speech at People's Congress reporting on plan to cut twelve years of primary and of secondary school (6-6), inherited from Nationalists, to a shorter nine-year integrated course and begin schooling at age six.

822. "Education." Quarterly Chronicle and Documentation. CHINA QUARTERLY, 56 (October-December 1973), 809-10.

823. "Education." Quarterly Chronicle and Documentation. CHINA QUARTERLY, 58 (April-May 1974), 414-15.
Criticizes practice of entering higher education by the "back door"; i.e., by using influence to avoid going to the rural areas to work. Criticizes teachers who return to pre-Cultural Revolution demand for absolute obedience and stress book learning and examinations at the expense of practical work and political study.

824. "Education." Quarterly Chronicle and Documentation. CHINA QUARTERLY, 63 (September 1975), 582-83.

825. "Education." Quarterly Chronicle and Documentation. CHINA QUARTERLY, 64 (December 1975), 84.

826. "Education." Quarterly Chronicle and Documentation. CHINA QUARTERLY, 90 (June 1982), 347-48.
Calls for better training for soldiers and improved education standards in military academies. "Self-education" advocated for the 160 million youths unable to be educated during the Cultural Revolution.

827. "Education." Quarterly Chronicle and Documentation. CHINA QUARTERLY, 94 (June 1983), 403-4.
Urges higher education reform to serve modernization: lower examination pass marks for rural secondary youths, more contracts with employers, more competent faculty and staff, and higher educational standards in middle and primary

schools. Planned higher education enrollment in 1983 was 348,600, higher than in 1982.

828. "Education." Quarterly Chronicle and Documentation. CHINA QUARTERLY, 96 (December 1983), 771-74.
Lists 25 percent of total population illiterate or semiliterate. Notes that China had 11.6 university students per 10,000 population (fewer than India) and that out of 151 countries China's per capita expenditure on education was the third lowest. Also, plans are being made to universalize primary education and to recruit more middle school graduates to the work force rather than to higher education.

829. "Elements for a Dossier: Aspects of Education in China." PROSPECTS: QUARTERLY REVIEW OF EDUCATION, 5, 4 (1975), 480-503.
Articles by Chinese authorities: "The Educational Revolution: Primary and Secondary Education"; "Agricultural Colleges in Rural Areas"; "A New Type of University Graduate Examination"; and "Training a Million 'Barefoot Doctors.'"

830. Engelborghs, J., and Marthe Engelborghs. "NOTE RELATIVE À L'ENSEIGNEMENT EN RÉPUBLIQUE POPULAIRE DE CHINE" (Note on Education in the People's Republic of China). BULLETIN DU CENTRE D'ÉTUDE DES PAYS DE L'EST, 6, 2 (1965), 73-93. In French.

831. Ershov, Matvei Nikolaevich. "SHKOLA I UMSTVENNYE DVIZHENIIA V SOVREMENNOM KITAI" (Schools and Intellectual Movements in Contemporary China). BIBLIOGRAFICHESKII SBORNIK BIBLIOTEKI KITAISKOI VOSTOCHNOI ZHELEZNOI DOROGI, 1, 4 (1932), 191-233. In Russian.

832. Fan, Cheng-chih. "CHUNG-KUO TI-YU TI SHIH HSÜEH YA-CHIU" (A Historical Study of Physical Education in China). BULLETIN OF NATIONAL TAIWAN NORMAL UNIVERSITY, 26 (1981), 117-58. In Chinese.

Although the West put physical education into China's school curriculum in the late nineteenth century, martial arts training from the earliest dynasties onward stressed physical exercise.

833. Fan, K.H., and K.T. Fan. FROM THE OTHER SIDE OF THE RIVER: A SELF-PORTRAIT OF CHINA TODAY. Garden City, NY: Doubleday, 1975.

PEKING REVIEW and CHINA RECONSTRUCTS reprints on children, youth, schools, minorities, and higher education.

834. Fang, Cheng. "Education." COMMUNIST CHINA 1964. Vol. II. Edited by Union Research Institute. Hong Kong: Union Research Institute, 1965, pp. 31-58.

Vast school enrollment increase by 1963-64 was hastened by the spread of half farming-half study schools. Also covers teacher shortage and textbook problems.

835. Fedorenko, N.T., ed. VOPROSY KUL'TURNOI REVOLIUTSII V KITAISKOI NARODNOI RESPUBLIKE. SBORNIK STATEI. Moscow: Izd-vo Vostochnoi Lit-ry, 1960. In Russian.

Articles by both Soviet and Chinese writers on basic changes in national education, writing reforms, artistic and literary achievements and other cultural advances claimed by the Communist regime. In Russian.

836. Foster, Arnold. "The Educational Outlook in Wuchang." CHINESE RECORDER, 37, 1 (January 1906), 36-42; 37, 4 (April 1906), 208-16; and 37, 5 (May 1906), 258-65.

837. Fraser, Stewart E., ed. EDUCATION AND COMMUNISM IN CHINA: AN ANTHOLOGY OF COMMENTARY AND DOCUMENTS. London: Pall Mall Press, 1971.

Articles examine primary schools, part-time and spare-time schooling, ideological education, scientific and technological education, and international exchanges and other aspects of education.

838. Fresnel, Fulgence. "DE L'ÉDUCATION CHEZ LES CHINOIS" (Education Among the Chinese). JOURNAL ASIATIQUE, 3 (November-December 1823), 257-71, 321-31; and 4 (January 1824), 3-9. In French.

839. Gardner, John. "Opening up the Education Books Shows Progress—with Problems." TIMES EDUCATIONAL SUPPLEMENT, 3319 (January 18, 1980), 13.
A December 1979 education conference in Tienjin identified continuing problems: 30 percent illiteracy among those under age 45 and continuing gap between urban and rural educational opportunity. But statistics show remarkable progress since 1949, particularly at the elementary and secondary levels.

840. Garside, Roger. COMING ALIVE: CHINA AFTER MAO. New York: McGraw-Hill, 1981.
Firsthand description of post-Mao China. China's new leaders decided to strengthen education as a way for needed scientific and technological development. Reforms made in admission examinations and in key schools.

841. Gerlo, Aloïs. "L'ENSEIGNEMENT EN RÉPUBLIQUE POPULAIRE DE CHINE" (Education in the People's Republic of China). LE RÉGIME ET LES INSTITUTIONS DE LA RÉPUBLIQUE POPULAIRE CHINOISE (THE GOVERNMENT AND INSTITUTIONS OF THE PEOPLE'S REPUBLIC OF CHINA). Edited by Center for Eastern Studies. Brussels: Snoeck-Ducaju, 1960, 163-81. In French.

842. A GLOSSARY OF CHINESE COMMUNIST TERMINOLOGY. Taipei: China Publishing Co., 1971.
Contains 1,232 terms used from the establishment of the Communist Party to late 1970. Includes cultural and education terms.

843. GOALS AND THEORIES OF EDUCATION IN ASIA, REPORT OF A REGIONAL WORKSHOP (NEW DELHI, INDIA, JANUARY 15-21, 1980). Geneva: International Bureau of Education, 1980. ERIC ED 198 019.

China was one of 11 participating countries providing a review of educational goals, policies, and programs.

844. Goldberg, Robert. EDUCATION IN THE PEOPLE'S REPUBLIC OF CHINA. WINGSPREAD REPORT. Racine, WI: Johnson Foundation, 1973. ERIC ED 087 693.

Report of a U.S. workshop to encourage study of Chinese education.

845. Gray, Noel. LOOKING AT CHINA. New York: Lippincott, 1974.

Book for U.S. children, grades three to six, includes photos and text on school and work life of young people, science, sports, and performing arts.

846. Hahn, Emily. "The Chinese Student and His Problems." CHINA QUARTERLY, 6, 1 (Spring 1941), 56-62.

Problems include a chaotic school system (some traditionally Confucian, some government, some mission), bilingual instruction (home dialect, Mandarin Chinese, often English), and unrealistic grading.

847. Hail, William James. "Education, Past and Present." ANNALS OF THE AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE, 152 (November 1930), 47-54.

Brief history of education, missionary education, student influence, and government exams.

848. Harvard University, Center for International Affairs and the East Asian Research Center. COMMUNIST CHINA 1955-1959; POLICY DOCUMENTS WITH ANALYSIS. Cambridge, MA: Harvard University Press, 1962.

The 48 documents include: education and training section in Li Fu-ch'un's "Report on the First Five-Year Plan for Development of the National Economy of the People's Republic of China in 1953-1957"; education section with enrollment statistics at all school levels for 1949-56, in Liu Shao-ch'i's "Political Report of the Central Committee of the Communist Party of China," September 15, 1956; education reform section in Chou En-lai's "Report on the Work of the

Government, June 26, 1957, to the Fourth Session of the First National People's Congress"; Lu Ting-yi's "Education Must Be Combined with Productive Labor," in RED FLAG, July 1, 1958; and Section III, "Our Tasks on the Cultural and Educational Fronts," in Chou En-lai's "Report on Government Work Delivered to the First Session of the Second National People's Congress, April 18, 1959."

849. Hatch, R.W. "News Out of Communist China." WORLD POLITICS, 8, 1 (1955), 146-56.

Education data are given in COMMUNIST CHINA PROBLEM RESEARCH SERIES, by Chinese exiles in Hong Kong; eight volumes are reviewed here.

850. Havighurst, Robert J., ed. COMPARATIVE PERSPECTIVES ON EDUCATION. Boston: Little, Brown, 1968.

Two articles: Evelyn L. Harner, "Middle School Education in Communist China," and Jan Myrdal, "Education in a Chinese Village."

851. Hawkins, John N. "Chinese Education." COMPARATIVE EDUCATIONAL SYSTEMS. Edited by Edward Ignas et al. Itasca, IL: F. E. Peacock Publishers, 1981, pp. 91-134.

Includes educational objectives, brief history, learning theory (Mao and post-Mao periods), structure and operation, curriculum, evaluation, counseling, and administration.

852. Hawkins, John N., ed. EDUCATION AND SOCIAL CHANGE IN THE PEOPLE'S REPUBLIC OF CHINA. New York: Praeger, 1983.

Examines political and administrative impact on Chinese education policy since 1949. Describes structure of formal education, curriculum and workers' training, and teacher education. Contains extensive data, commentary, and some personal observations on "red versus expert" tensions.

853. Hechinger, Fred M. "In China, the Pendulum is Swinging." NEW YORK TIMES, July 17, 1979, p. C4.

Maoist educational policies failed, especially during the Cultural Revolution, but the post-1976 return to academic standards is not assured success. The lesson for U.S. in China's experimentation with schooling is to avoid centralized planning and strive for open access and equal opportunity.

854. Hinman, George Warren. "Education in Fukien." CHINESE RECORDER, 67, 7 (July 1936), 414-22.

855. Hinman, George Warren. "Who Pays for the Schools?" CHINESE RECORDER, 67, 11 (November 1936), 702-07; 67, 12 (December 1936), 771-80.

856. Hinton, William. "Reflections on China." MONTHLY REVIEW, 25, 2 (1973), 30-43.

Politics and the Cultural Revolution, work in a locomotive factory, education, elitism, and the social role of women.

857. Hobbs, Lisa. "How the Oldest Civilization in the World Brings Up Its Youngest Members; an Intimate Glimpse of Child-Rearing in China Today, With Its Suggestive Contrasts to Our Own Way of Life." PARENTS, 47, 4 (April 1972), 52-53, 58-62.

Describes day care, enabling mothers to work; rural teachers who must farm for a year while living with peasants to understand their students; and work/study programs, ways politically conscious students apply to the university, and puritanical sex attitudes.

858. Hook, Brian. "Education Within Industry: China." THE WORLD YEAR BOOK OF EDUCATION 1968: EDUCATION WITHIN INDUSTRY. Edited by Joseph A. Lauwerys and David G. Scanlon. New York: Harcourt, Brace and World, 1968, pp. 168-81.

Education under Communism, always an economic and political tool, in 1949-57 had conventional plus spare-time programs aimed at improved literacy, raising level of training, and achieving ideological goals. In 1958-67, to conventional and spare-time programs was added half-work half-study, mainly in secondary schools. Describes educational programs within industry. Predicts that China will increasingly use mass media in teaching and will use education to serve production needs.

859. Houn, Franklin Willington. "Social, Cultural, and Educational Policies Since 1949." A SHORT HISTORY OF CHINESE COMMUNISM. Englewood Cliffs, NJ: Prentice-Hall, 1967, pp. 187-216.

Sections on Reforming the Family System, Mobilizing Women for Nation-Building Tasks Outside the Home, Controlling Population Growth, Policy Toward the National Minorities, Thought Reform of Intellectuals, and Educational Policy.

860. Hsu, Paul. "The Meaning and Function of Sport in China." SOCIOLOGICAL ABSTRACTS, 28, Supplement 101 (April 1980), 53.

Mao's thought strengthened the view that sport is structurally related to culture. Compares U.S. and Chinese use of social control, rewards, and skills training in sport.

861. Hu, Chang-tu, ed. ASPECTS OF CHINESE EDUCATION. New York: Teachers College, Columbia University, 1969.

From COMPARATIVE EDUCATION REVIEW, February, 1969: Orthodoxy over Historicity: The Teaching of History in Communist China, by C.T. Hu; Medical Education and Manpower in Communist China, by Leo A. Orleans; the Language Issue in Communist Chinese Education, by Susan Biele Alitto; China's International, Cultural and Educational Relations: with Selected Bibliography, by Stewart E. Fraser; and the New Socialist Man, by Theodore H.E. Chen.

862. Hu, Chang-tu et al. CHINA: ITS PEOPLE, ITS SOCIETY, ITS CULTURE. New Haven, CT: Human Relations Area File, 1960.

Chapters on Education, Science and Technology, Art and Intellectual Expression.

863. Hubbard, George David. EDUCATION IN CHENG TU, SZE CHUAN. Oberlin, OH: Oberlin College Laboratory Bulletins, 29, 1923.

Survey of education at all levels in Chengtu. Higher education included seven government colleges (their funds much reduced because of military unrest) and West China

Union University, supported by five mission boards in Britain, Canada, and the U.S. Few girls and women studied beyond the primary level.

864. Hultin, Mats. "SKOLAN OCH UNIVERSITETET I KINA" (The School and the University in China). FORSKNING OM UTBILDNING, 11, 2 (May 1984), 6-15. In Swedish.
Survey of education at all levels. Cites inefficient use of staff and facilities, teacher recruitment, and low pay of administrators. Only technical university and school graduates are guaranteed jobs.

865. Jennings, Jerry E., and Margaret Fisher Hertel. CHINA. Grand Rapids, MI: Fideler, 1979.
Text for U.S. elementary schools covers education, sports, recreation, arts, crafts, and communes.

866. Johnston, Lena E. CHINA: PEEPS AT MANY LANDS SERIES. New York: Macmillan, 1909.
Describes children at home and in school.

867. Johnstone, Reginald. "Education in China." THE YEAR BOOK OF EDUCATION 1932. Edited by Eustace Perry. London: Evans Brothers, 1932, pp. 950-70.
Educational principles and policy at primary, secondary, and higher education levels (nine public universities are described). Includes a separate discussion on nine Christian universities and on mass education.

868. Kaplan, Fredric M., and Julian M. Sobin. "VI The Educational System." ENCYCLOPEDIA OF CHINA TODAY. 3rd ed. New York: Harper, 1981, pp. 269-90.
Sections on theory of education, historical development, current educational practices, science and technology, statistics 1949-79 for primary and secondary education, and list of national key universities.

869. Kaplan, Fredric M. et al. "VII Art and Culture." ENCYCLOPEDIA OF CHINA TODAY. UPDATED EDITION. New York: Harper, 1979, pp. 247-68.

Language and linguistic reform, literature including leading writers and politicized writer-reformers before and since 1949; also theater, opera, dance, cinema, painting and the decorative arts, handicrafts, sculpture, music, and sports and mass recreation.

870. Kassis, Vadim Borisovich. SVOBODNAIA IUNOST'; OCHERKI O MOLODEZHI KITAISKOI NARODNOI RESPUBLIKI (FREE YOUTH: ESSAYS ON THE YOUTH OF THE CHINESE PEOPLE'S REPUBLIC). Moscow: Molodaia gvardiia, 1956. In Russian.

871. Kawai, Shingo. "MINZOKUSHUGITEKI KEIKŌ O CHŪSHIN TO SHITE MITARU KYŪ CHŪGOKU KOKUMINTŌ NO KYŌIKU SEISAKU NO RINKAKU" (An Outline of the Educational Policy of the Former Kuomintang, with Special Attention to its Nationalistic Orientation). REPORTS OF THE EAST ASIA RESEARCH INSTITUTE, 7 (December 1940), 1-49. In Japanese.

Critical but undocumented account of education under the Nationalist Government and its antiforeign spirit.

872. Kiangsu Provincial Administration Office, Educational Department, ed. CHUNG-HUA MIN-KUO CHI-YUAN CH'IEN-I-NIEN SHIH-YÜEH SHIH, ER-NIEN CH'I-YÜEH CHIH, CHIANG-SU-SHENG CHIAO-YÜ HSING-CHENG PAO-KAO SHU (REPORT ON KIANGSU PROVINCIAL EDUCATIONAL ADMINISTRATION, OCTOBER 1911-JULY 1913). Shanghai: Commercial Press, 1914. In Chinese.

Statistics on schools of various types in the province, laws and regulations, and sample curricula.

873. Kirby, Edward Stuart, ed. CONTEMPORARY CHINA, III—1958-1959. Hong Kong: Hong Kong University Press, 1960.

Section on the educational system and an unannotated bibliography of 150 entries on culture, education, youth, and intellectuals.

874. Kohut, Sylvester, Jr. "Education in Red China: An Historical View of the Role of the Student." INDIANA SOCIAL STUDIES QUARTERLY, 26, 2 (1973), 31-35.

Students have played an important political role because both the Nationalists and Communists politicized education. Communists have stressed literacy and worker-peasant education but have not solved such problems as schooling for minorities and language simplification.

875. Kosters, J. "DAS CHINESISCHE SCHULWESEN" (The Chinese Educational System). ZEITSCHRIFT FÜR MISSIONSWISSENSCHAFT, 2 (1912), 49-64. In German.

876. Ku, Yü-hsiu. "Education." THE CHINESE YEAR BOOK. Edited by the Council of International Affairs, Chungking. Shanghai: Commercial Printers, 1943, pp. 639-64.

Survey of higher education, secondary education, and literacy education. Statistics on schooling at all levels. Appendix on research activities of Academia Sinica.

877. Kuo, Ping-wen. "The Effect of the Revolution Upon the Education System of China." RECENT DEVELOPMENTS IN CHINA: CLARK UNIVERSITY ADDRESSES, NOVEMBER, 1912. Edited by George H. Blakeslee. New York: G. E. Stechert, 1913, pp. 345-58.

Republican China's Ministry of Education stimulated Western education, set up a four-three-three school plan, adopted new textbooks, and held a national education conference (1912) to promote schooling nationwide, with elementary education as first priority.

878. Kwong, Julia Chak-sin. "Is Everyone Equal Before the System of Grades: Social Background and Opportunities in China." BRITISH JOURNAL OF SOCIOLOGY, 34, 1 (March 1983), 93-108.

The three-tiered examination system, begun in 1977 to select students for junior and senior high school and university, perpetuates inequality because of economic advantage and because educated families, by coaching, can give them an advantage. Thus children from worker-peasant families receive less education, attain lower positions, and the gap between them and children from intellectual/cadre families widens.

879. Lampton, David M. "Performance and the Chinese Political System: A Preliminary Assessment of Education and Health Policies." CHINA QUARTERLY, 75 (September 1978), 509-39.

Despite centrally set expenditure ceilings and policy directions, education and health care vary greatly among China's provinces because of local leadership, funding, and citizen demands.

880. Lampton, David M. "Thermidor in the Chinese Educational Revolution." THEORY INTO PRACTICE, 17, 5 (December 1978), 367-74.

Post-Mao educational changes: increased emphasis on classroom achievement, expanded use of testing, and heightened dignity for teachers.

881. Lanneau, Sophie S. "The Schools of Soochow: A Survey." CHINESE RECORDER, 48, 7 (July 1917), 423-34.

Rapid changes in government education in Soochow: several kindergartens; 40 primary schools; seven higher primary schools; one provincial secondary school; two provincial normal schools (men, women); and provincial technical, agricultural, and medical schools.

882. League of Nations. Mission of Educational Experts. THE REORGANIZATION OF EDUCATION IN CHINA. Paris: League of Nations, Institute of Intellectual Cooperation, 1932.

Report from experts sent at China's request to assist development of the educational system and facilitate international educational contact. Recommendations were to strengthen authority of the Ministry of Education; to establish administrative links from district to province to Ministry; to have higher education controlled by the Ministry, secondary education by the province, and primary education by the district; to reorganize teacher education and benefits; to provide four to six years of compulsory schooling and improve secondary and higher education; and to send Chinese specialists to Europe to study curricula and textbooks. See entry 921.

883. Liao, T'ai-ch'u. "School Land: A Problem of Educational Finance." YENCHING JOURNAL OF SOCIAL STUDIES, 2, 2 (February 1940), 212-33.

Using land to finance schools and help bright youths taking civil service exams began 1023 A.D. and was confirmed by a Ming dynasty edict. After civil service system was abolished and Western education grew, the scholar became less an object of community admiration and support and more a family and individual responsibility.

884. Liu, C.E. "National Educational Program of China. A Summary of the Work of the National Educational Conference Recently Held in Nanking." EDUCATIONAL REVIEW, 22, 3 (July 1930), 235-39.

885. McCloy, C.H. "Physical Education in China." BULLETINS ON CHINESE EDUCATION, 2, 5 (1923), 1-8.

Despite the uncertain political climate, physical education (including health education) has an acknowledged place in the school curriculum.

886. Maitland, Derek. CHINA: THE LAND, THE CITIES, THE PEOPLE, THE CULTURE, THE PRESENT. New York: Exeter Books, 1981.

Short descriptions of schools at all levels, science and technology developments, elitism and the educational level of the People's Liberation Army, and the Red Guard units.

887. Mauger, Peter. "Which Way China's Schooling?" CHINA NOW, 100 (January-February 1982), 12-17.

Found on third China visit (1981) vast differences between urban and rural education. Some areas resisted Cultural Revolution changes.

888. Mauger, Peter et al. EDUCATION IN CHINA. Modern China Series No. 5. London: Anglo-Chinese Educational Institute, 1974.

Articles on "Imperial Past to Socialist Present," Peter Mauger; "Kindergartens," Sylvia Mauger; "Primary Schools," W.P. Edmonds; "Middle Schools," Roland Berger; "Universities," Patrick Daly; and "Examinations," Valerie Marett.

889. Maybon, Albert. "LA RÉFORME SCOLAIRE EN CHINE" (Educational Reform in China). REVUE MONDIALE, 68 (November 15, 1907), 228-42. In French.

890. Meng, Chih. "China." EDUCATIONAL YEARBOOK OF THE INTERNATIONAL INSTITUTE OF TEACHERS COLLEGE, COLUMBIA UNIVERSITY, 1944. Edited by I.L. Kandel. New York: Bureau of Publications, Teachers College, Columbia University, 1944, pp. 52-70.

Sections on: Education in Chinese History, Chinese Education in Transition, World War II (1937-45) Education, Students Abroad, Mongolian-Tibetan Education, Chinese Education and World Trends.

891. Meng, Chih. "Recent Educational Events in China." EDUCATIONAL REVIEW, 45 (March 1931), 142.

A brief summary of educational reform in China.

892. Ministry of Education. "China." INTERNATIONAL YEARBOOK OF EDUCATION, VOLUME XXXII—1980. Edited by Brian Holmes. Paris: UNESCO, 1980, pp. 50-52.

Short factual accounts on general aims, administration, finance, structure and organization, curricula, teacher education; with school ladder chart.

893. Ministry of Education, ed. CHIAO-YÜ FA-LING HSÜ-PIEN (LAWS AND ORDINANCES ON EDUCATION, SUPPLEMENT). Nanking: Ministry of Education, 1934. In Chinese.

Continues the COMPENDIUM OF LAWS AND ORDINANCES ON EDUCATION covering March 1933-June 1934.

894. Ministry of Education, ed. CHIAO-YÜ FA-LING HUI-PIEN (COMPENDIUM OF LAWS AND ORDINANCES IN EDUCATION). Nanking: Ministry of Education, 1933. In Chinese.
Education laws and ordinances in force, 1933.

895. Ministry of Education, ed. MIN-KUO SHIH-CHIU-NIEN SSU-YUEH HSIEN-HSING CHUNG-YAO CHIAO-YÜ FA-LING HUI-PIEN (A COLLECTION OF IMPORTANT CURRENT LAWS AND REGULATIONS, APRIL 1930). Nanking: Ministry of Education, Office of Counselors, 1930. In Chinese.
School laws and regulations, including those still in force from the former Peking government, are grouped under such headings as schools and colleges, social education, educational and academic organizations, and students abroad.

896. Ministry of Education, ed. TI-I-TZ'U CH'ÜAN-KUO CHIAO-YÜ NIEN-CHIEN (THE FIRST CHINA EDUCATION YEAR BOOK). 2 vols. Shanghai: K'ai-ming, 1934. In Chinese.
From late Ch'ing period to 1931, with much material after the establishment of the Nationalist Government. Covers educational policies, educational systems and government administration, laws and regulations, general state of education (survey for 1931), statistics, and miscellany (chronology, Boxer indemnity fund, list of textbooks, educational research, and Who's Who).

897. Ministry of Education of the Chinese Republic, ed. CH'ÜAN-KUO CHIAO-YÜ HUI-I PAO-KAO (REPORT OF THE NATIONAL EDUCATIONAL CONFERENCE). Nanking: Ministry of Education of the Chinese Republic, 1928. In Chinese.
Report of the May 1928 national conference of educators held in Nanking with over 400 proposals made, together with speeches, statements, and amendments.

898. Ministry of Education, Peking, ed. CHIAO-YU-PU HSING-CHENG CHI-YAO (A BRIEF ACCOUNT OF THE

ADMINISTRATION OF THE MINISTRY OF EDUCATION). Peking: Ministry of Education, 1916. In Chinese.

Education in the early Republic: administration, general education, middle schools, normal schools, colleges, special schools, social education, popular education, public libraries, museums, and exhibits.

899. Ministry of Education, Statistical Office, ed. CHUNG-HUA MIN-KUO ER-SHIH-SSU NIEN-TU CH'UAN-KUO CHIAO-YÜ T'UNG-CHI CHIEN-PIEN (COUNTRY-WIDE STATISTICAL ABSTRACT ON EDUCATION FOR 1935). Shanghai: Commercial Press, 1938. In Chinese.

Forty tables list enrollments at each school level, numbers of teachers and professors, numbers of schools, and budgets.

900. Monroe, Paul. CHINA: A NATION IN EVOLUTION. Chautauqua, NY: Chautauqua Press, 1927.

Teachers College, Columbia University, professor visited China often, beginning in 1913 when Chinese education authorities requested his advice. Surveys Chinese life and politics. Chapters on "Modern Education and the Student Movement" and "Christianity and Mission Work." Concludes that education needs to apply Sun Yat-sen's fourth and fifth principles and that Christian missions must hand over leadership to the Chinese.

901. Monroe, Paul. ESSAYS IN COMPARATIVE EDUCATION: STUDIES OF THE INTERNATIONAL INSTITUTE OF TEACHERS COLLEGE, COLUMBIA UNIVERSITY, NUMBER 7. New York: Teachers College, Columbia University, 1927.

Essays include "Report on Education in China, 1922," "Students and Politics in China, 1926," and "Mission Education." They analyze education at all levels, explain key role of students in politics, outline the need to end such Western treaty advantages as extraterritoriality, urge mission schools to help Chinese students understand their own culture, and stress teacher training.

902. Monroe, Paul. "Report on Education in China, 1922." ESSAYS IN COMPARATIVE EDUCATION. Edited by Paul Monroe. New York: Teachers College, Columbia University, 1927, pp. 50-87.

Interpretive educational history, 2300 B.C.-1920s; describes government schools at all levels, private schools, mission schools, statistics.

903. Moore, Joanna. CHINA IN PICTURES. New York: Sterling, 1979.

For U.S. elementary schools: covers education, family life, music, arts and crafts, health, and other topics.

904. Moskowitz, H., and J. Roberts. United States Department of the Army. CHINA: AN ANALYTICAL SURVEY OF LITERATURE. 1978 EDITION. Washington, DC: Government Printing Office, 1978.

Sections on military education, science and technology, and education and educational reforms.

905. New York (State). Education Department. Bureau of General Education. Curriculum Development. TEACHING ABOUT THE PEOPLE'S REPUBLIC OF CHINA. 2 vols. Albany: 1977. ERIC ED 116 984-5.

Education in China is one of the many topics covered in this ninth grade teaching unit.

906. Orleans, Leo A. "Communist China's Education: Policies, Problems, and Prospects." AN ECONOMIC PROFILE OF MAINLAND CHINA. Vol. 2. Edited by U.S. Congress, Joint Economic Committee. Washington, DC: Government Printing Office, 1967, pp. 499-518.

Analyzes educational goals, school structure, and the economic role of education. Concludes that in ten years rural China will have universal primary education but rural children will rarely be well enough educated to compete in the urban economy.

907. Orleans, Leo A. PROFESSIONAL MANPOWER AND EDUCATION IN COMMUNIST CHINA. National Science

Foundation, NSF 61-3. Washington, DC: Government Printing Office, 1961.

Striking features of education include rapid expansion of formal and informal education; flexibility, depending on local resources; and inadequate system for collecting and reporting statistics. Describes the school system and problems in training professional manpower.

908. Ouang, Ki-tseng. "LA RÉFORME DE L'ENSEIGNEMENT EN CHINE: SON CARACTÈRE ET SES TENDANCES" (The Nature and Direction of Educational Reform in China). ANNALES DES SCIENCES POLITIQUES, 24, 3 (May 1909), 396-404. In French.

909. Oxnam, Robert B., and Richard C. Bush, eds. CHINA BRIEFING, 1980. Boulder, CO: Westview Press, 1980.

New seriousness about education is one theme of these eight essays which focus on Chinese art, literature, politics, foreign policy, society, and economic development.

910. Parker, Franklin. "China Since Mao." Paper presented at Southwestern Philosophy of Education Society, Fayetteville, AR, November 1978. ERIC ED 161 819.

After Mao's death (1976), schools stressed academic achievement over ideology as part of the drive for economic development and modernization.

911. Parker, Franklin. WHAT CAN WE LEARN FROM THE SCHOOLS OF CHINA? Fastback 89. Bloomington, IN: Phi Delta Kappa, 1977. ERIC ED 138 534.

Describes structure and aims of China's schools in the early 1970s. Identifies as common characteristics of Chinese and U.S. education uplifting the disadvantaged and combining work and study.

912. "Party Schools, Education, and Culture." Quarterly Chronicle and Documentation. CHINA QUARTERLY, 73 (March 1978), 205-12.

Party schools and May 7th cadre schools are not, as the Gang of Four alleged, for punishment but for ideological renewal through private study and productive labor. Ministry of Education Conference in September 1977 listed as higher education entrance requirements: ages 20-25 (age 30 for those with special skills), unmarried, good political background, and high school attainment equivalency. Also listed graduate school qualifications.

913. Pashkova, M. MOLODEZH' KITAIA (CHINA'S YOUTH). Moscow: Molodaia gvardiia, 1940. In Russian.

914. PEOPLE'S DAILY. "Primary and Middle School Operation in Urban Areas." CURRENT BACKGROUND, 870 (January 27, 1969), 1-43.

Selections from a series on urban schools published in PEOPLE'S DAILY, December 2-27, 1968.

915. People's Education Publishing House. TEN YEARS OF EDUCATION. Peking: People's Education Publishing House, 1960. In Chinese.

Newspaper and periodical articles on education, 1949-1959, written in commemoration of the tenth anniversary of the founding of the People's Republic. Official reports by local educational administrators are arranged by province and municipality under regions.

916. Péri, Noël. "L'ÉDUCATION NOUVELLE EN CHINE" (The New Educational System in China). REVUE DE PARIS, 14, 11 (June 1, 1907), 473-94; 14, 12 (June 15, 1907), 873-94. In French.

917. Price, Ronald F. "Continuity and Change in Chinese Education." ASIA QUARTERLY, 2 (1975), 127-52.

Despite Mao's success in linking schooling with labor and the Cultural Revolution's boost to workers and peasants, school policy reverted to the Communist Party and the curriculum remained conservative.

918. Priestley, K.E. "China." THE YEAR BOOK OF EDUCATION 1952. Edited by Joseph A. Lauwerys and Nicholas Hans. London: Evans Brothers, 1952, pp. 490-512.

Changes in education after 1949. Cites dangers in slavish devotion to ideology and emphasis on the practical. Includes primary, secondary, and higher education, along with the campaign against illiteracy.

919. Rasmussen, Carl. "DEN KINESISKE SKOLE I ØJEBLIKKET" (The Chinese School at Present). NORDISK MISSIONS TIDSSKRIFT, 41 (1930), 49-61. In Danish.

920. "Recent Developments in Chinese Education." CURRENT SCENE, 10, 7 (July 1972), 1-6.

Critical of the Cultural Revolution's disruption of higher education and the failure to educate specialists and skilled workers. Other developments: increasing universal primary education in rural areas to five years, recruiting worker-peasant-soldiers for university admission, and restoring academic curriculum.

921. "The Reorganization of Public Education in China (Work of the Commission of Experts of the League)." BULLETIN OF INTELLECTUAL COOPERATION, 13 (January 1932), 577-86.

Itinerary and educational recommendations of the Commission of Experts of the League of Nations. See entry 882.

922. Reynolds, Jack, and Thomas Tomizawa. NBC NEWS PRESENTS CHINA: A CLASS BY ITSELF. New York: National Broadcasting Co., 1979.

How Teng Hsiao-ping's 1979 policy statement relating education to science, technology, and modernization affected students from universities down to primary schools. Depicts frustration among rusticated youth and other rural students for whom higher education is often less accessible than for urban youth. Higher education admissions standards exclude all but the best students.

923. Sawyer, F. Donald, and Ted Ward. "The Case of the Disappearing Distinction: Formal and Non-Formal Education in China." EFFECTIVE LEARNING IN NON-FORMAL EDUCATION. Edited by Ted W. Ward and William Harzog,

Jr. East Lansing: Michigan State University, 1974, pp. 324-71.

Examines the educational system and the relationship between formal and nonformal instruction.

924. Scherer, John L., ed. CHINA FACTS AND FIGURES ANNUAL. Vols. 1-6. Gulf Breeze, FL: Academic International Press, 1978-1983.

"Institutions" section lists universities and officers in the Academy of Sciences, the Research Institutes of the Chinese Academy of Sciences, the Chinese Academy of Medical Science (Peking), and the Academy of Chinese Traditional Medicine (Peking). Lists volumes in major libraries, statistics on dramatic groups and theaters, and statistics on each school level. Vol. 2, 1979, includes "Changes Made by the Draft Plan for a Ten-Year Full-Time Teaching System for Primary and Middle Schools," a list of 88 post-Cultural Revolution designated Key Institutions of Higher Learning, and "Education Enrollment by Certain Provinces (1949-1977)." Vol. 3, 1980, added a "Communications and Culture" section containing titles of plays, operas, dance and music, books, new or resumed journals, and films and themes they presented in 1979. Vol. 4, 1981, added titles and themes of TV plays; science, technology, and museum statistics; enrollments of national minorities in higher education; Chinese students abroad; and foreign students in China. Vol. 5, 1982, has section on "Military Schools."

925. Seybolt, Peter J., ed. "Education Documents, 1979-1980: Problems and Directions." CHINESE EDUCATION, 13, 3-4 (Fall-Winter 1980-81), 1-193.

Articles from 1979-80 issues of China's POPULAR EDUCATION and RED FLAG correct ultraleftist distortions of Mao's educational thought, reject the Cultural Revolution's putdown of intellectual effort in education, reaffirm the value of higher education as essential to the national economy, reaffirm different school curricula and methods of financing to support the "four modernizations," explain sending urban youth to work in rural communes (rustication) to aid the national economy (rather than for ideological reasons given during the Cultural Revolution), urge schools to concentrate on the 96 percent of youths who go to work and not on the four percent who go to higher education (in this regard, urges more vocational schools to help more students get jobs), laud the Television University and other ways to expand further education, and urge expanding rural educational opportunities where 80 percent of the people live (about 30 percent of young to middle-aged rural people are still illiterate. This problem is the main weakness of Chinese education).

926. Seybolt, Peter J., ed. "Educational Policy After the Gang of Four." CHINESE EDUCATION, 12, 1 (Spring-Summer 1979), 1-176.

Twenty-one articles from Chinese publications of late 1977 and early 1978 document changes in education after late 1976. Articles are on upgrading science and technology, raising the quality of education, restoring higher education entrance requirements, and in general restoring "expertness."

927. Seybolt, Peter J., and Leon E. Clark, eds. REVOLUTION: A NATION STANDS UP. THROUGH CHINESE EYES. Vol. 1. Revised ed. New York: Center for International Training and Education, 1981. ERIC ED 210 239.

Collection of writings by Chinese people about life in China. Education, women's status, the family, religion, land reform, the Confucian heritage, and dissent are discussed.

928. Seybolt, Peter J., and Leon E. Clark, eds. TRANSFORMATION: BUILDING A NEW SOCIETY. THROUGH CHINESE EYES. Vol. 2. Revised ed. New York: Center for International Training and Education, 1981. ERIC ED 210 240.

Firsthand accounts by Chinese about life in their country are arranged in four sections: the Cultural Revolution; the economic revolution; population, pollution and health care; and China and the world. Higher education and training and the status of intellectuals are treated.

929. Shea, John. "Background Paper: Education in China." OBSERVATIONS ON THE RELATIONS BETWEEN

EDUCATION AND WORK IN THE PEOPLE'S REPUBLIC OF CHINA: REPORT OF A STUDY GROUP: APRIL 25 TO MAY 15, 1978. Edited by Clark Kerr et al. Berkeley, CA: Carnegie Council on Policy Studies in Higher Education, 1978, pp. 33-47.

Summarizes Cultural Revolution education reforms and changes since 1976. Describes post-kindergarten schooling, noting differences between post-secondary schooling in rural areas (nearly all of it "unconventional" because so few complete secondary school) and in urban areas, where traditional higher education is common.

930. Shu, Hsin-ch'eng, and Ch'eng-kuang Sun. CHUNG-HUA MIN-KUO CHIH CHIAO-YÜ (EDUCATION IN THE CHINESE REPUBLIC). Shanghai: Chung-hua shu-chu, 1931. In Chinese.

Essay on education during Republican period is followed by selected Ministry of Education documents: general regulations, administration, schools and colleges, social education (adult education), and educational and academic organizations.

931. Singh, Ajit Kumar. "Inequalities and Growth Strategy in Communist China." CHINA REPORT, 14, 4 (1978), 9-36.

Surveys income differentials among agricultural, industrial, and governmental workers and the accessibility of social services such as health and education to different sectors of society in China.

932. Smith, Arthur Henderson. "The School System of China." EAST OF ASIA MAGAZINE, 3 (1904), 1-10.

No school "system" in Western sense. Memorization in private elementary schools of stereotyped literary essays from Confucian classics and standard commentary.

933. Snow, Edgar. RED CHINA TODAY. Revised and updated version of THE OTHER SIDE OF THE RIVER. New York: Random House, 1970.

Long-time China watcher, who taught at Yenching University in the 1930s and lived for a time after the Long March with Communists in Yenan, returned to China in 1961. Many references to schooling and education policy. Has chapters on "Science and Education" and on "'Ministry' of Spare-Time Education." Defends the Communist insistence on combining book knowledge with physical labor.

934. Soulié de Morant, Charles Georges. "L'INSTRUCTION PUBLIQUE À YUANNAN-FOU" (Public Education in Yunnan-fu [i.e., Kunming]). REVUE INDO-CHINOISE, 10, 85 (July 15, 1908), 1-10. In French.

935. Stanford University China Project, ed. "Education." CENTRAL SOUTH CHINA. Vol. 1. New Haven, CT: Human Relations Area Files, 1956, pp. 257-302.

The chapter (in a book on social, economic, and political conditions and problems in Honan, Hupeh, Kiangsi, Kwangtung, and Kwangsi provinces) reviews Nationalist educational development and major changes the Communists made. The Communist goal has been to use education for socialist remolding. Curricula, textbooks, and admissions policies have been revised, labor education and physical education begun, and schools for national minorities opened.

936. Stanford University China Project, ed. "Education." EAST CHINA. Vol. 1. New Haven, CT: Human Relations Area Files, 1956, pp. 304-43.

About education in provinces of Shantung, Kiangsu, Anhwei, Chukiang, and Fukien. Reviews its status under Nationalists; examines major education movements launched by Communists. Cites severe teacher shortage (East China teacher training schools in 1952 had 72,900 students). Worker education in spare-time schools of East China enrolled in 1951 440,000, many seeking literacy. East China, despite having more resources than many areas, lacked instructional aids and appropriate textbooks.

937. Stanford University China Project, ed. "Education." NORTH CHINA. Vol. 1. New Haven, CT: Human Relations Area Files, 1956, pp. 274-317.

Hopei and Shansi provinces (North China) under Nationalist rule in 1947 had 21 higher education institutions, over 7,000 primary schools, and 210 secondary schools. In 1954, under Communist rule, they had 40 higher education institutions. Hopei Province had 8,693 primary schools in 1954, and major educational reforms were underway in both Hopei and Shansi.

938. Stanford University China Project, ed. "Education." SOUTHWEST CHINA. Vol. 1. New Haven, CT: Human Relations Area Files, 1956, pp. 268-320.

Major Communist school emphases, 1949-54, were thought reform, labor education, and physical education movements. Reviews changes at each school level. By 1954 the Communists reported having four million minority students attending schools.

939. A STATISTICAL SURVEY OF CHINESE EDUCATION. Society for the Improvement of Chinese Education Series, No. 4. Shanghai: Commercial Press, 1930?

Statistics on students and teachers during May 1922-April 1923.

940. Straka, Gerald A. "Current Tendencies of Educational Politics in the People's Republic of China." Paper presented at the American Educational Research Association, New Orleans, April 1984. ERIC ED 244 379.

Current school structure and enrollment patterns of secondary and higher education. Urges study of present textbooks as a key to understanding educational direction.

941. Su, Wenming, ed. CHINA TODAY (5): A NATION AT SCHOOL. "BEIJING REVIEW" SPECIAL FEATURE SERIES. Beijing: Beijing Review Publications, 1983.

Covers kindergarten to college, red and expert, ethnic groups, modernization, work-study, moral education in Shanghai, and key colleges and universities.

942. Taga, Akigorō, ed. KINDAI AJIA KYŌIKUSHI KENKYŪ, JO (STUDIES OF THE HISTORY OF EDUCATION IN ASIA IN

MODERN TIMES). Vol. 1. Japan: Iwasaki Gakujutsu Shuppansha, 1969. In Japanese.

Late Ch'ing China movements for a modern educational system, modern teacher training, and physical education.

943. Tang, P.T. "China: Educational Developments in 1948-1949." INTERNATIONAL YEARBOOK OF EDUCATION 1949. Paris: UNESCO, 1949.

Covers curriculum revision, study abroad (709 professors and lecturers went abroad to teach or do research while 713 students pursued advanced studies abroad), teacher education, and government efforts to accommodate teachers and students who fled from war areas.

944. Tang, Peter S.H. "Education." A REGIONAL HANDBOOK ON NORTHEAST CHINA. Edited by Far Eastern and Russian Institute, University of Washington. New Haven, CT: Human Relations Area Files, 1956, pp. 213-26.

In Manchuria, education, though as in all China an indoctrination tool, has expanded rapidly. Its technical education, because of Japanese industrialization, is the best in China, and Soviet influence is very great.

945. Tao, H.D. "China." EDUCATIONAL YEARBOOK OF THE INTERNATIONAL INSTITUTE OF TEACHERS COLLEGE, COLUMBIA UNIVERSITY, 1938. Edited by I.L. Kandel. New York: Bureau of Publications, Teachers College, Columbia University, 1938, pp. 101-18.

Headings: The Chinese Village, Illiteracy and Education, Elementary Education, Compulsory Education, Training of Village Teachers, Peasant Education in Soviet China, the People's Education Movement.

946. Teng, S.Y. "Education and Intellectual Life in China After the Cultural Revolution." CONTEMPORARY EDUCATION, 45, 3 (Spring 1974), 174-82.

Compares Mao Tse-tung's views on education with those of Confucius and other early Chinese scholars. Author also contrasts his 1972 observations of educational institutions at all levels with recollections of his own boyhood experiences in Chinese schools.

947. Teng, Ts'ui-ying, and Timothy Tingfang Lew, eds. EDUCATION IN CHINA: PAPERS CONTRIBUTED BY THE MEMBERS OF COMMITTEES OF THE SOCIETY FOR THE STUDY OF INTERNATIONAL EDUCATION. Peking: Society for the Study of International Education, 1923.

Nine papers examine education at all levels and discuss the rise of modern education and patterns of educational administration.

948. Terrill, Ross. 800,000,000: THE REAL CHINA. New York: Laurel Press, 1972.

Education, politics, and foreign policy are included in an Australian scholar's account based on conversations with Chou En-lai, other high officials, scholars, workers, and students.

949. Tobar, Jerome. "LA RÉFORME DES ÉTUDES EN CHINE" (Educational Reform in China). ÉTUDES, 97, 5 (December 5, 1903), 703-17. In French.

950. Tong, Hollington K., ed. CHINA HANDBOOK 1937-1945: A COMPREHENSIVE SURVEY OF MAJOR DEVELOPMENTS IN CHINA IN EIGHT YEARS OF WAR. New York: Macmillan, 1947.

Among its 24 chapters on developments, 1937-45, is one on "Education and Research," which examines accomplishments and problems at all school levels and in research institutes. Includes enrollment statistics. Protestant and Catholic educational work is examined in the chapter "Christian Movement." The supplement for 1946 includes an education section.

951. Townsend, James R., and Richard C. Bush, eds. THE PEOPLE'S REPUBLIC OF CHINA: A BASIC HANDBOOK. 2nd ed. New York: Council on International and Public Affairs in cooperation with The China Council of the Asia Society, 1981.

Chinese education is one of many topics.

952. Tsao, Wen Yen. "The Meaning of Chinese Education." FREE WORLD FORUM, 2, 3 (June 1960), 53-56.
Taiwanese author, critical of Communist education as repressive, traces education of nobility, pre-722 B.C.; Confucius and his 3,000 students; civil service exams, 132-1903; and Japan's influence.

953. Tsen, Tsouming. "L'INSTRUCTION PUBLIQUE EN CHINE" (Public Schools in China). COOPERATION INTELLECTUELLE, 2, 16 (April 15, 1930), 153-60. In French.
Describes higher education (including four universities), primary and secondary schools, public technical schools, and private schools run by associations and foreign missions.

954. Tyau, Min-ch'ien T.Z., ed. TWO YEARS OF NATIONALIST CHINA. Shanghai: Kelly and Walsh, 1930.
Information from Nationalist ministries illustrates administration and developments in education (pp. 211-27), civil service (pp. 353-60), Academia Sinica (pp. 399-411), and other aspects of government.

955. UNESCO. "China." WORLD SURVEY OF EDUCATION, V, EDUCATIONAL POLICY, LEGISLATION AND ADMINISTRATION. Paris: UNESCO, 1971, pp. 215-20. ERIC ED 078 534.
Includes national aims of education, educational policies, national system of education, legal basis of education, educational administration, and statistics.

956. U.S. Bureau of Education. "Progress of Education in China." REPORT OF THE COMMISSIONER FOR THE YEAR 1908. Vols. 1-2. Washington, DC: Government Printing Office, 1908, pp. 286-96

957. Wada, Sei, ed. KINDAI SHINA SHAKAI (MODERN CHINESE SOCIETY). Japan: Kofukan, 1943. In Japanese.
Chapters on education: Kaigo Tokiomi, "Characteristics of Modern Chinese Education," about education at all levels, including mass education; Kobayashi Sumie, "History of Modern Chinese Education," discussion of traditional and

Western-style schooling; and Sanetō Keishū, "History of Study Abroad in Modern China," about students in Europe, Japan, and the U.S.

958. Wang, Shih-chieh. "Education." THE CHINESE YEARBOOK 1935-36. PREMIER ISSUE. Edited by Chungshu Kwei. Shanghai: Commercial Press, 1935, pp. 456-532.

Comprehensive survey of education at all levels--organization, administration, finance, curriculum--with enrollment and other statistical tables.

959. Wang, Shih-chieh. "Education." THE CHINESE YEARBOOK 1936-37. SECOND ISSUE. Edited by Chao-ying Shih and Chi-hsien Chang. Shanghai: Commercial Press, 1936, pp. 450-523.

Comprehensive survey of education at all levels--organization, administration, finance, curriculum--with enrollment and other statistical tables.

960. Wang, Shih-chieh. "Education." THE CHINESE YEAR BOOK 1937 ISSUE. Shanghai: Council of International Affairs, 1937, pp. 1025-89.

Comprehensive survey of education at all levels. Cites great strides in enrollment since 1912 and discusses such problems as uneven quality of instruction, low enrollment in science and technology, and poor research facilities at universities.

961. Wang, Shih-chieh. "Education in China." THE YEAR BOOK OF EDUCATION, 1937. London: Evans, 1938?, pp. 555-601.

Brief history of education recounted through educational laws: late Ch'ing dynasty to Republic, to 1922, to 1933; national, provincial, and district administration; and statistics for each school level.

962. Wang, Wei-min, and I-chun Li. "Is It Useless to Study?" CHINESE EDUCATION, 1 (Winter 1968-69), 13-20.

Repudiates the popular belief that to study is to desire to become an official.

963. Whitaker, Donald P. et al. AREA HANDBOOK FOR THE PEOPLE'S REPUBLIC OF CHINA. Washington, DC: Government Printing Office, 1972.

"Education, Intellectual Expression, and the Arts" chapter, pp. 191-231, includes Education: modern, post-1949, since the Cultural Revolution; Literary and Intellectual Expression: Confucian classics, philosophy, history, research, creative writing; Performing Arts: drama, dance, music, puppetry, motion pictures; Visual Arts and Handicrafts: graphic arts, museums. "Science and Technology" chapter, pp. 457-94, includes political supervision, Chinese Academy of Sciences, research institutes, and nuclear development. Education is also treated in "Labor Requirements, Skills, Training, and Allocation" section of Labor chapter, pp. 501-05.

964. Whyte, Martin King, and William L. Parish. URBAN LIFE IN CONTEMPORARY CHINA. Chicago: University of Chicago Press, 1984.

After the Cultural Revolution China's leaders reacted openly against Soviet and failed Chinese urban models. Education discussed in: Urban Political Economy, Family Behavior, and Quality of Life. Education is treated in: The Quest for Equality and Security, and Social Services and Supplies. Authors credit China with achieving widespread adult literacy, increasing educational attainment, universalizing access, and reducing status-related school disparities.

965. Wilson, Dick. A QUARTER OF MANKIND: AN ANATOMY OF CHINA TODAY. London: Weidenfeld and Nicolson, 1966.

Elements and tensions within Chinese cultural, social, and political life. Examines national economy and international relations. "Youth" chapter describes major Communist educational innovations, emphasis on manual labor, and the rustication movement. "Science and Technology" chapter shows tension between scientific needs and Mao's suspicion of intellectuals.

966. Wong-Quincey, J. "Modern Education in China." TSING HUA JOURNAL OF CHINESE STUDIES, 2, 7 (May 1917), 155-71.

967. Wu, Yuan-li. CHINA: A HANDBOOK. New York: Praeger, 1973.

Chapters on science, technology, and education. Statistics: school enrollment, 1949-65; higher education graduates, 1948-66; and lists of research institutes and medical schools. See entry 2381.

968. Yu, Chen-ming. "Education Chronicle." T'IEN HSIA MONTHLY, 11, 5 (April-May 1941), 476-79.

Chapter 20

ELEMENTARY EDUCATION

969. Adkins, Marian K. "Children's Drawing in the People's Republic of China." THEORY INTO PRACTICE, 17, 5 (December 1978), 401-09.

Political emphasis in art education seen in children's drawings. Themes were love of work, class struggle, serving the people, and worship of Mao and the Communist Party.

970. Ai, J. W. "Sex Differences in School Achievements." CHINESE JOURNAL OF EDUCATIONAL PSYCHOLOGY, 1, 4 (1945), 9-13.

Achievement tests of Chungking elementary school pupils revealed no significant sex differences except that boys scored higher in general knowledge, social studies, and nature study.

971. Benn, Caroline. "All Our Children Can Be Bright." TIMES EDUCATIONAL SUPPLEMENT, 2946 (November 5, 1971), 20, 57.

Compares Chinese and British primary school theories, practices, and pedagogical approaches.

972. Chen, Theodore H.E. "Elementary Education in Communist China." CHINA QUARTERLY, 10 (April-June 1962), 98-122.

Elementary schools, with four-year lower and two-year upper programs, are not free, but form and amount of payment vary. The curriculum, heavily political, stresses the Chinese language, especially the national spoken tongue.

973. Cheng, C.S. et al. "Elementary Education in China." EDUCATION IN CHINA. Edited by T.Y. Teng and T.T. Lew. Peking: Society for the Study of International Education, 1923, pp. 1-18.
Describes primary schools, the 1922 decision to end the division between lower and higher primary schools, the curriculum, textbooks, teaching methods, and discipline.

974. Cheng, Tsung-hai. "Elementary Education in China." BULLETINS ON CHINESE EDUCATION, 2, 14 (1923), 1-40.
Most provinces have enrolled fewer than two percent of their total population in elementary school, but many have proposals for implementing the school plan adopted October 1922.

975. Douglas, Ruth. "Elementary School Experience in the People's Republic of China." DELTA KAPPA GAMMA BULLETIN, 42, 3 (Spring 1976), 53-57.
U.S. child psychologist describes classroom activities at a Canton primary school visited 1975-76.

976. JOINT STUDY ON SOME MAJOR DEVELOPMENTS IN ELEMENTARY SCHOOL CURRICULUM IN ASIAN AND PACIFIC COUNTRIES: RESEARCH DESIGN. REPORT OF A REGIONAL WORKSHOP (TOKYO, JAPAN, FEBRUARY 28-MARCH 15, 1984). Bangkok: UNESCO, Asian Program for Educational Innovation for Development, 1984. ERIC ED 244 854.
Includes elementary school curricula of China and 14 other countries. Also identifies trends and problems related to curricular objectives and instruction.

977. Keach, Everett T., Jr., and Nancy P. Kalupa. "Looking at China Through Children's Art." SOCIAL EDUCATION, 48, 5 (May 1984), 324-29.
Mao Tse-tung urged that art serve Communist goals. School children's drawings use revolutionary themes and stress modernization.

978. Lewis, Ida Belle. "A Study of Primary Schools." LAYMEN'S FOREIGN MISSIONS FACT-FINDERS' REPORTS: CHINA. VOLUME V. SUPPLEMENTARY SERIES. PART TWO. Edited by Orville A. Petty. New York: Harper, 1933, pp. 615-54.

Missions provided over half the funds for Protestant elementary schools, but Chinese teachers staffed them. The curriculum, prescribed by the government, followed a Western model. Most students were not Christians. Local school boards, however, were mainly Chinese Christians.

979. Mathews, Jay. "China Coddles, Manages a Generation of Children." WASHINGTON POST, December 16, 1979, pp. A1, A14.

Despite early coddling, students are strictly disciplined. Each primary school has Young Pioneers (similar to Boy Scouts and Girl Scouts), with platoons for each classroom and squads for each row of the class.

980. Peltri, Ann E. "Elementary Education in the People's Republic of China." Paper presented at the Council for Exceptional Children, Washington, DC, April 1984. ERIC ED 248 022.

Structure, teaching methods, and curriculum of elementary education and the language complexities affecting reading instruction. Also describes preschool, secondary, and special education.

981. PEOPLE'S DAILY. "The Red Sun Rises in the Hearts of the Red Young Fighters." CURRENT BACKGROUND, 845 (May 24, 1968), 25-26.

Younger students in a Peking primary school organized Mao Tse-tung study classes and formed "red pairs."

982. Perry, Martha A. "Child Mental Health in the People's Republic of China." Paper presented at the American Psychological Association, Anaheim, CA, August 1983. ERIC ED 239 780.

Child socialization is a product of family, community, and school experiences which mutually reinforce the goal of raising children to be nonviolent, obedient to the system, and ready to work for the group's welfare.

983. RED FLAG. "Persist in Running Schools with Diligence and Frugality to Serve Proletarian Politics—Report on an Investigation in the Primary School Run By Yuch'ang Brigade. Chaoyuan Hsien, Heilung-kiang Province." SELECTIONS FROM CHINA MAINLAND MAZAGINES, 707-08 (June 28-July 6, 1971), 59-66.

Describes rural primary school which operates in line with Mao's May 7 directive: self-reliant, administered with diligence and frugality, and largely run by poor and lower-middle income peasants.

984. RED FLAG. "A Primary School Run by the People Under the Control of the Poor and Lower-Middle Peasants." CHINESE EDUCATION, 2 (Fall 1969), 28-36.

Report on a primary school run by the peasants of the Sung-shu Production Brigade, Chien-yi Commune, Liaoning Province.

985. Ridley, Charles Price et al. THE MAKING OF A MODEL CITIZEN IN COMMUNIST CHINA. Stanford, CA: Hoover Institution Press, 1971.

Analyzes informational, political, and behavioral themes from ten textbooks used in Shanghai elementary schools. Includes advice on teaching methods.

986. Smith, Harold Frederick. ELEMENTARY EDUCATION IN SHANTUNG, CHINA. A STUDY OF THE REORGANIZATION OF THE CURRICULUM IN THE ELEMENTARY SCHOOLS OF RURAL SHANTUNG, AND PLANS FOR THE PREPARATION OF TEACHERS FOR THESE SCHOOLS. Nashville, TN: Amessu, 1931.

Describes 20 years of education, the reorganization of elementary schools, and teacher training.

987. Solomon, Richard H. "Educational Themes in China's Changing Culture." CHINA QUARTERLY, 22 (April-June 1965), 154-70.

Compared elementary school textbooks in 1922-29 with Communist textbooks in 1960. Found that Communist material redefined the traditional basis of social authority in favor of the Party and the state.

988. Stockwell, Rhoda. "With China's Children." ELEMENTARY SCHOOL JOURNAL, 75, 4 (January 1975), 228-37.
Describes typical classroom activities at several primary schools visited.

989. Thomas, Mary Antonia. "The Big Red Schoolhouse." PTA MAGAZINE, 69, 5 (January 1974), 12-18.
On a 1973 visit to an elementary school, saw an elaborate defense tunnel network (including eight underground classrooms) dug by the students.

990. Unger, Jonathan. "Post-Cultural Revolution Primary-School Education: Selected Texts." CHINESE EDUCATION, 10, 2 (Summer 1977), 1-102.
Five articles analyze the contents of introductory readers used in selected primary schools, 1975-76, which teach children to want to be workers or peasants, to work for economic development and the greater good, to put collective property and prosperity above individual comfort, to value the People's Liberation Army, and to defend the Motherland.

991. Wu, Julian, and Louise Leong. LITTLE MAY'S FAMILY. Los Angeles: Los Angeles Unified School District, 1973. ERIC ED 168 316.
An elementary school bilingual (Cantonese-English) reader has a story of a young girl's family and school activities.

992. Zhang, Mei-ling et al. "A Systematic Teaching and Learning Experiment of Applying the Knowledge of the Part-Whole Relationship with '1' as the Underlying Basis." ACTA PSYCHOLOGICA SINICA, 15, 4 (1983), 410-18.
Describes an experiment in teaching part-whole relationships in first grade arithmetic and draws implications.

Chapter 21

ENGLISH AS A SECOND LANGUAGE

993. Brennan, Moya, and Chin-an Miao. "Conflicting Expectations and Compromise in the Chinese Classroom." LANGUAGE LEARNING AND COMMUNICATION, 1, 2 (1982), 197-201.

Expectations of a foreign English language teacher and the Chinese students differed greatly. The teacher wanted students to use the language actively to communicate; the students expected to be passive. Students had poor library and other study facilities but responded warmly.

994. British Council. ENGLISH TEACHING PROFILE: CHINA. London: British Council, 1983. ERIC ED 240 854.

Role and status of English teaching at all levels. Considers teachers, professional associations, instructional materials, and other topics.

995. Butterfield, Fox. "Two Teachers Are Most Isolated Americans in China." NEW YORK TIMES, March 30, 1980, p. 3.

Alan and Patricia Fisher, most of whose students were former Russian-language instructors preparing to teach English, were well-treated but very isolated in a remote town near the Inner Mongolian border.

996. Conrad, Lawrence H. "The Laboratory Process in Junior High School Reading Teaching." ENGLISH JOURNAL, 26 (March 1937), 211-17.

Presents processes for teaching reading and writing simultaneously which have been useful in teaching English to Chinese students.

997. Cowan, J. Ronayne. "English Teaching in China: A Recent Survey." TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES, 13, 4 (1979), 465-82.
English teaching specialists describe language policy and growing English teaching curricula, teaching methods and materials, and foreign language teachers.

998. Dow, Marguerite R. "The Influence of the Cultural Revolution on the Teaching of English in the People's Republic of China." ENGLISH LANGUAGE TEACHING JOURNAL, 29, 3 (April 1975), 253-63.
Diverse aspects of education, especially English classes, observed at several levels.

999. "Foreign Language Training." Quarterly Chronicle and Documentation. CHINA QUARTERLY, 21 (January-March 1965), 206-07.
Recruitment of teachers from England, the Netherlands, and France to teach English at Chinese foreign language schools.

1000. Fraker, Susan. "The Chinese Take English Lessons." NEWSWEEK, 94, 2 (July 9, 1979), 44, 46.
Three Americans teaching English at Yunnan University in Kunming had primitive equipment but determined students.

1001. Grieder, Paul A. "English Public Speaking in the Colleges of the New China." EDUCATIONAL REVIEW, 22, 2 (April 1930), 207-12.

1002. Gui, Shi-chun. "A Survey of the Size of Vocabulary of Chinese Students." LANGUAGE LEARNING AND COMMUNICATION, 1, 2 (1982), 163-78.
Developed a test for estimating English vocabulary size of Chinese studying English. Concluded that the first two years

of higher education are the best time to expand English vocabulary rapidly.

1003. Huang, Jun. "Training English Interpreters in a Language Laboratory." MEDIA IN EDUCATION AND DEVELOPMENT, 16, 2 (June 1983), 101-03.
Describes a two-year experiment in drilling language students at the Guangzhou Institute of Foreign Languages, Canton. Required students to remember a few key words in the target language while listening to a message and then use those words as grammatical guides when translating.

1004. Johns, Ann M. "Some Comments on the Nature of Chinese ESP Coursebooks." Paper presented at the National Association of Foreign Student Affairs, Cincinnati, May 1983. ERIC ED 232 478.
Eight textbooks for English for specific purposes were similar in reading content, vocabulary, grammar, and concern for student needs.

1005. Lary, Diana. "Teaching English in China." CHINA QUARTERLY, 24 (October-December 1965), 1-14.
British teacher of English describes school and living conditions.

1006. Lay, Nancy Duke S. "Mission to Yangzhou." CITY COLLEGE ALUMNUS, 76, 3 (February 1981), 7-9, 12.
Author helped the Ministry of Education conduct a three-month (summer 1980) teacher training program in English as a second language, Yangzhou Teachers College.

1007. Li, Xiaoju. "In Defense of the Communicative Approach." ENGLISH LANGUAGE TEACHING JOURNAL, 38, 1 (1984), 2-13.
Developed materials for higher education English instruction which emphasize communication skills--controversial in China because classrooms are traditionally teacher-dominated. Concluded that students would soon adapt and learn faster as they had wider exposure to English.

1008. Light, Richard. TRAINING TEACHERS ACROSS CULTURES. REPORT ON A FULBRIGHT PROGRAM IN CHINA. Albany: State University of New York, 1980. ERIC ED 202 212.

Four U.S. professors taught English as a second language to Chinese university professors.

1009. Price, Ronald F. "English Teaching in China (Changes in Teaching Methods, 1960-66)." ENGLISH LANGUAGE TEACHING, 26, 1 (October 1972), 71-83.

Efforts to modernize the teaching of English in the early 1960s; includes excerpts from typical teaching materials.

1010. Rice, Donna S. "Problems of Administering an ESL Program in the People's Republic of China." Paper presented at the National Association of Foreign Student Affairs Meeting, Seattle, May 1982. ERIC ED 244 512.

Administered a Peking English Language Training Center, 1981, with students of diverse ages and disciplines from the nine Peking universities. Found students less well prepared than anticipated. U.S. teachers needed a good grasp of English grammar and the ability to adapt to Chinese reliance on memorization.

1011. U.S. Information Agency. THE STUDY OF ENGLISH IN THE PEOPLE'S REPUBLIC OF CHINA. Washington, DC: U.S. Information Agency Research Service, 1975. ERIC ED 136 609.

After breaking with the U.S.S.R., China substituted English for Russian as a preferred second language. Content of teaching materials is heavily political. English teaching begins in primary schools and continues through secondary school, higher education, and on radio.

1012. Wang, An-yan Tang, and Richard A. Earle. "Cultural Constraints in Teaching Chinese Students to Read English." THE READING TEACHER, 25, 7 (1972), 663-69.

Classroom atmosphere is very formal; and a combined oral-aural method seems appropriate because most students have little need to speak English.

1013. Zhuang, Jiaying. "English Teaching in China's Colleges." Paper presented at the Annual Meeting of the California Association of Teachers of English to Speakers of Other Languages, San Jose, CA, April 1984. ERIC ED 245 565.

English study, a priority for modernization, begins in elementary school and is required in almost all colleges. Visiting foreign teachers are influencing teaching methods. Chinese educators are using new materials and adapting instruction to specific situations.

Chapter 22

GEOGRAPHY AND GEOLOGY EDUCATION

1014. Akademiia nauk SSSR, Institut geografii. PUTESHESTVENNIKI DREVNEGO KITAIA I GEOGRAFICHESKIE ISSLEDOVANIIA V KITAISKOI NARODNOI RESPUBLIKE (TRAVELERS IN ANCIENT CHINA AND GEOGRAPHIC STUDIES IN THE PEOPLE'S REPUBLIC OF CHINA). Moscow: Geografgiz, 1955. In Russian.

1015. Chang, Chi-yün. "Geographic Research in China." ANNALS OF THE ASSOCIATION OF AMERICAN GEOGRAPHERS, 34, 1 (March 1944), 47-62.
Describes developments, writings, authors and institutions in cartography, geophysics, geomorphology, climatology, soil geography, hydrography, oceanography, anthro-geography, economic geography, political geography, historical geography, regional geography, geographical education, and geographical societies.

1016. Chao, Chiu-chang. "METEOROLOGIIA I SEISMOLOGIIA V KITAE" (Meteorology and Seismology in China). PRIRODA, 10 (October 1959), 27-34. In Russian.

1017. Chao, E.C.T. "Contacts with Earth Scientists in the People's Republic of China." SCIENCE, 179 (March 9, 1973), 961-63.
Status of geological research and study at the Institute of Geology and Paleontology, Peking University's Department of Geology and Geography, and other institutes.

1018. Ch'en, Cheng-siang, and Kam-nin Au. "Some Recent Developments in Geoscience in China." SCIENCE REPORTS TOHOKU UNIVERSITY; SEVENTH SERIES, GEOGRAPHY, 25, 1 (1975), 29-42.

After the Cultural Revolution setback, research institutes were reopened, a seismic network was established, and excellent topographic maps were produced.

1019. "Comrade Chu Ko-Chen (1890-1974)." ACTA GEOGRAPHICA SINICA, 33, 1 (1978), 1-12. In Chinese.

Life and works of the late vice-president of Academia Sinica, founder of modern geography in China, and president of Chekiang University at Hangchow.

1020. Gellert, Johannes Fürchtegott. "DIE ENTWICKLUNG DER GEOGRAPHISCHEN WISSENSCHAFTEN IN DER VOLKREPUBLIK CHINA" (The Development of Geographical Sciences in the People's Republic of China). PETERMANNS GEOGRAPHISCHE MITTEILUNGEN, 105, 1 (1961), 25-29. In German.

1021. Gentelle, Pierre. "RECHERCHE ET ENSEIGNEMENT GÉOGRAPHIQUES EN RÉPUBLIQUE POPULAIRE DE CHINE" (Geographic Research and Teaching in the People's Republic of China). ANNALES DE GÉOGRAPHIE, 74, 403 (May-June 1965), 354-58. In French.

1022. Hsieh, Chiao-min. "The Status of Geography in Communist China." GEOGRAPHICAL REVIEW, 49, 4 (October 1959), 535-51.

Describes work done at the Institute of Geography founded by Nationalists in 1940. Describes four geographical journals; reports on the "Nature of Geographical Studies"; and tells of geographical education in six universities, 15 teachers colleges, and 20 normal schools.

1023. Hsu, Mei-ling. "The Han Maps and Early Chinese Cartography." ANNALS OF THE ASSOCIATION OF AMERICAN GEOGRAPHERS, 68, 1 (1978), 45-60.

Maps recently discovered show a much greater cartographic achievement in ancient China than had been previously realized.

1024. Johnson, Markes E. "A.W. Grabau and the Fruition of a New Life in China." JOURNAL OF GEOLOGICAL EDUCATION, 33 (1985), 106-11.

Examines the advanced research style Grabau (1870-1946) used as a stratigrapher-paleontologist in China (1920-46) while professor at National University of Peking and Chief Paleontologist of the Geological Survey of China. His students and their students have had great influence on the Chinese geological community.

1025. Jungst, Peter et al. "BRUCHE IM CHINABILD; AUFARBEITUNG VON ERFAHRUNGEN EINER EXKURSION" (Flaws in the Picture of China: Report of Experiences of an Excursion). URBS ET REGIO, 16 (1979), 371 pp. In German.

German geographers who met in 1977 with planners in Changsha and the architectural faculty at Qinghua University, Peking, discussed education and geography teaching at all school levels.

1026. Jungst, Peter et al. "ZUR GEOGRAPHIE AN HOCHSCHULE UND SCHULE IN DER VR CHINA" (On Geography in Universities and Schools in the People's Republic of China). GEOGRAPHISCHE RUNDSCHAU, 31, 4 (1978), 151-53. In German.

Interview at the pedagogic high school of South China in Canton describes school geography and scientific geography.

1027. Kikolski, Bohdan. "Contemporary Research in Physical Geography in the Chinese People's Republic." ANNALS OF THE ASSOCIATION OF AMERICAN GEOGRAPHERS, 54, 2 (June 1964), 181-89.

Geographical research has economic objectives. The Chinese Geographical Society, having no research programs, helps plan geographical research, most of which is done by institutions of the Chinese Academy of Sciences. Research is limited by the shortage of geographers and is sometimes shallow because all sciences must serve China's practical needs.

1028. Leeming, Frank. "On Chinese Geography." PROGRESS IN HUMAN GEOGRAPHY, 4, 2 (1980), 218-37.
Problems of geography scholars in China.

1029. Li, Chun-fen, and Jianzhong Tang. "Geography in Higher Education in China." JOURNAL OF GEOGRAPHY IN HIGHER EDUCATION, 6, 1 (1982), 47-55.
Reviews geography as an academic field after 1949. Since 1976 and the drive for academic excellence, China has tackled such problems as the separation of physical and human geography and the low status of geography in schools.

1030. Li, Chun-fen et al. "Thirty Years' Geographical Education in China." ACTA GEOGRAPHICA SINICA, 35, 2 (1980), 97-107. In Chinese.
Since 1949, geographical education in universities, colleges and schools has made great strides, particularly in establishing geography departments, setting up specialties, training teachers and geographical scientists, compiling and editing teaching materials and textbooks, improving teaching quality, carrying out scientific research, and popularizing geographical knowledge.

1031. Lu, Yiqing. "Welcoming the Spring of Geography." GEOGRAPHICAL KNOWLEDGE, 3 (1980), 1-2. In Chinese.
Commemoration of the 70th anniversary of the Chinese Geographical Society in 1979 stressed the need to formulate a clear scientific methodology of geography.

1032. Luk, Shiu-hung. "Geography in the People's Republic of China." CANADIAN GEOGRAPHER, 24, 3 (1980), 299-306.
The Geographical Society of China includes those in the research-oriented Institute of Geography of the Chinese Academy of Sciences, those in university and other higher education geography departments, those in various government agencies, and some high school geography teachers.

Physical geography is emphasized, requiring a strong scientific background. Geography research serves practical needs.

1033. Ma, Laurence J., and Allen G. Noble. "Recent Developments in Chinese Geographical Research." GEOGRAPHICAL REVIEW, 69, 1 (1979), 63-78.

Geography institutes of the Chinese Academy of Sciences are active in research to aid the national economy and to have foreign scholar contacts.

1034. Manshard, Walther. "GEOGRAPHIE IN CHINA—EIN BERICHT" (A Report on Geography in China.) GEOGRAPHISCHE ZEITSCHRIFT, 68, 2 (1980), 137-47. In German.

Visit to the Institute of Geography, Academia Sinica, Peking. Describes higher education entrance requirements, students, libraries, and applied research. Reviews the work of the Geography Society of China, its publications, and contacts with Western geographers.

1035. Rodgers, Allan. "Some Observations on the Current Status of Geography in the People's Republic of China." THE CHINA GEOGRAPHER, 1 (1975), 13-23.

On a 1974 visit, author found that geography, badly hurt in the Cultural Revolution, was recovering, with physical geography and cartography leading the revival. Recent books were few, especially in economic geography. Teachers' colleges were important centers for geography education.

1036. Samuels, Marwyn S. "Geography in China: Trends in Research and Training." PACIFIC AFFAIRS, 50, 3 (1977), 406-25.

To fit geographical science to Mao's ideology, geographers have worked with five-year plans, have participated in water conservation projects, have declined in number with the closing of universities during the Cultural Revolution, and were doing less teaching and research during author's visits and interviews in 1975-76.

1037. Scholz, Hartmut-Dieter. "DIE GEOGRAPHISCHE WISSENSCHAFT IN CHINA" (The Study of Geography in China). GEOGRAPHICA HELVETICA, 5, 1 (1950), 40-46. In German.

1038. Shen, Yuchang et al. "The Orientation and Task of Geography in China—A Discussion of Some Problems." ACTA GEOGRAPHICA SINICA, 35, 2 (1980), 109-15. In Chinese.

China needs more geographical education and studies relevant to environmental problems.

1039. "Thirty Years of DILI ZHISHI." GEOGRAPHICAL KNOWLEDGE, 1 (1980), 1-2. In Chinese.

DILI ZHISHI, a journal founded in 1950 to serve junior high geography teachers, became more specialized in 1961, returned to its original purpose in 1966, only to be closed until 1972 because of the Cultural Revolution.

1040. Veilleux, Louis. "LA GÉOGRAPHIE CHINOISE: TÂCHES ET TRAVAUX" (Geography in China: Tasks and Occupations). REVUE DE GÉOGRAPHIE DE MONTRÉAL, 28, 2 (1974), 169-77. In French.

The Cultural Revolution reorganized geography teaching toward such practical issues as increasing food production, eliminating disease, and minimizing environmental damage from industrial expansion. Theoretical aspects of geography are neglected.

1041. Weber, Dietrich. "VOM GEOGRAPHIE UNTERRICHT AN DEN DEUTSCHEN SCHULEN IN OSTASIEN" (Teaching of Geography in the German Schools in the Far East). GEOGRAPHISCHER ANZEIGER, 30, 6-7 (1929), 192-96. In German.

How geography is taught in the German language in six private schools for Germans in China.

1042. Wiens, Herold Jacob. "Development of Geographical Science, 1949-1960." SCIENCES IN COMMUNIST CHINA. Edited by Sidney H. Gould. Washington, DC: American Association for the Advancement of Science, 1961, pp. 411-81.

Geography, as part of historical study, has a long past in China. Pre-Communist modern China produced Western-trained geography scholars. Communist rulers demanded a new ideological base for geographical research and allowed only applied studies. After 1949 geography instruction, begun in elementary schools, was influenced by Soviet teaching methods. The Party has relied heavily on geographers for help in applied economic planning for China's many regions.

1043. Williams, Jack F. "Two Observations on the State of Geography in the People's Republic of China: (i) Economic Geography, (ii) Cartography." CHINA GEOGRAPHER, 9 (1978), 17-31.

U.S. geographers observed many aspects of geographical studies in China, including agricultural geography, water conservation, cartography training, and map production.

Chapter 23

HIGHER EDUCATION

1044. Ahn, Byung-joon. "Higher Education Policy and Politics after the Cultural Revolution: An Analysis and Evaluation." KOREA AND WORLD AFFAIRS, 2, 3 (1978), 395-423.
Complex history of higher education policy in China, 1969-77.

1045. "American Picked to Lead New Chinese University." NEW YORK TIMES, February 3, 1985, p. 11.
Shu-park Chan, Chinese-born professor on leave from the University of California, Santa Clara, is the founding president of an autonomous Western-style university approved by Communist leaders to be opened in 1986-87 near Hong Kong.

1046. Andrew, Geoffrey Clement. "China: An Academic Appraisal." AMERICAN SCHOLAR, 32, 3 (Summer 1963), 377-86.
Found on a tour of eight higher education institutions and other cultural sites that political orthodoxy took priority, that the desire for schooling was great, and that the people's wish for immediate pleasures was growing.

1047. Atiyeh, Naim N. "Examinations: Trends and Prospects." THE WORLD YEAR BOOK OF EDUCATION 1969: EXAMINATIONS. Edited by Joseph A. Lauwerys and David G. Scanlon. New York: Harcourt, Brace and World, 1969, pp. 375-90.

Looking at examinations worldwide, cites China's ancient elaborate examination system and points to China as the only country in recent times to have abolished or considered abolishing examinations.

1048. Band, Claire, and William Band. TWO YEARS WITH THE CHINESE COMMUNISTS. New Haven, CT: Yale University Press, 1948.

U.S. physics professor at Yenching University and his wife in flight from Japanese describe their refugee years with the Communists, a guerrilla college emphasizing pre-engineering and radio studies, college life in Free China, and glimpses of various universities.

1049. Barendsen, Robert D., ed. THE 1978 NATIONAL COLLEGE ENTRANCE EXAMINATION IN THE PEOPLE'S REPUBLIC OF CHINA. Washington, DC: Government Printing Office, 1979. ERIC ED 181 776.

The 1978 National College Entrance Examination, the first used since 1966; includes the official review outline, actual tests in six of the eight subjects covered, U.S. specialists' commentaries on the level of knowledge required, and comparison of contents of China's 1959 and 1978 college entrance examinations.

1050. Barrett, Mary, and Chun-chang Kiang. "What's Happening at Christian Colleges." CHINA WEEKLY REVIEW, 115 (October 29, 1949), 131-33.

About mission colleges supported partially by funds from abroad and what happened under the Communists.

1051. Barrow, John. "American Institutions of Higher Education in China." HIGHER EDUCATION, 4, 11 (February 1, 1948), 121-24.

Descriptions of more than 30 institutions of higher learning of U.S. origin.

1052. Bastid-Bruguière, Marianne. "Higher Education in the People's Republic of China." SCIENCE AND TECHNOLOGY IN THE PEOPLE'S REPUBLIC OF CHINA. Paris:

Organization for Economic Cooperation and Development, 1977, pp. 111-30.
Factors inside higher education that fueled the Cultural Revolution. Examines motivations behind some mid-1970s university changes. Persistent problems include shortage of appropriate textbooks, uneven quality of instruction, ineffective ways of transferring knowledge to rural areas, and satisfactory employment for university graduates.

1053. Bazin, Antoine Pierre Louis. "RECHERCHES SUR L'HISTOIRE, L'ORGANISATION ET LES TRAVAUX DE L'ACADÉMIE IMPÉRIALE DE PÉKIN" (Investigations of the History, Organization, and Functions of the Imperial Academy of Peking). JOURNAL ASIATIQUE, 5, 11 (January 1858), 5-105. In French.

1054. Beach, Harlan P. "Yale and Its Unofficial Chinese Extension." CHINA WEEKLY REVIEW, 47, 5 (May 1924), 374-76.
About Yale-in-China.

1055. Beech, Joseph. "University Beginnings: A Story of the West China Union University (Chengtu)." JOURNAL OF THE WEST CHINA BORDER RESEARCH SOCIETY, 6 (1933/34), 91-104.

1056. Beechy, Atlee, and Winifred Beechy. STUDY AND SERVICE IN CHINA. Goshen, IN: Goshen College, 1981. ERIC ED 201 608.
In the English Department, Sichuan College, China, for ten weeks two Goshen College faculty members taught and 20 Goshen College students worked in pairs in formal and informal activities with Chinese students.

1057. Benn, Caroline. "'Children of Workers Come First.'" TIMES EDUCATIONAL SUPPLEMENT, 2948 (November 19, 1971), 18.
Impressions of policies and higher education institutions.

1058. Bolt, Richard Arthur. "The Tsing-hua College, Peking." JOURNAL OF ASIAN AND AFRICAN STUDIES, 15, 4 (May 1915), 108-112.

1059. Booz, Elisabeth B. "Letter From Kunming: Two American Teachers in China." NATIONAL GEOGRAPHIC, 159 (June 1981), 792-813.

A mother-and-son teaching team spent two years (1978-80) as English faculty at Yunnan University, Kunming, where, despite primitive conditions, few instructional materials, and still visible damage from the Cultural Revolution, they found eager, intelligent students and helpful administrators.

1060. Bowen, William. "Some Questions About Higher Education In China." UNIVERSITY: A PRINCETON QUARTERLY, 64 (1975), 7-9.

Princeton University president, after a 1974 visit, expressed concern about the quantity and quality of China's higher education.

1061. Bratton, Dale L. "University Admissions Policies in China, 1970-1978." ASIAN SURVEY, 19, 10 (1979), 1008-22.

Two methods of choosing university entrants have been used, examination and recommendation. The examination method discriminates against the poor, the rural, and the politically active, but it protects against other forms of discrimination.

1062. Britton, Carolyn. "Higher Education—A New Elitism." CHINA NOW, 84 (May-June 1979), 15-18.

Summarizes recent reforms in higher education: admissions policy, curriculum, length of courses, examinations, administration, and teacher status. Elitism, a danger, is not yet a problem.

1063. Broaded, C. Montgomery. "Research Notes: Higher Education Changes and Stratification in China." CHINA QUARTERLY, 93 (March 1983), 125-37.

Articles in PEOPLE'S DAILY (1971, 1975, and 1978) assess China's drive to equalize higher educational opportunity. The

1978 articles showed an almost complete reversal of earlier attempts to enroll children from peasant and worker families.

1064. Brou, Alexandre. "LE PREMIER JUBILE DE L'UNIVERSITE L'AURORE" (The First Jubilee of the University L'Aurore). ÉTUDES: REVUE CATHOLIQUE, 197, 21 (November 5, 1928), 284-98. In French.

History and contributions of a Shanghai Catholic university founded in 1903.

1065. Brunetti, Mino. "L'ISTRUZIONE UNIVERSITARIA IN CINA DOPO LA RIVOLUZIONE CULTURALE" (University Instruction in China after the Cultural Revolution). CIVITAS, 22, 2-3 (1971), 39-56. In Italian.

Examines the concept of study favored by leaders of the Cultural Revolution.

1066. Butterfield, Fox. "A Little Knowledge is Dangerous to Many of China's Leadership." NEW YORK TIMES, June 1, 1980, IV, p.1.

Because many local and national Chinese leaders had little higher education, they are slow to encourage ambitious young workers to enroll in the TV University or other advanced programs.

1067. Butterfield, Fox. "University Exams Exalt or Banish 3 Million in China." NEW YORK TIMES, July 13, 1980, p. 3.

The nationwide college entrance examination permits only four percent of China's college-age people to attend universities. Political attitudes and Communist Youth League membership are also factors. China's low investment (1.1 percent of gross national income) in education limits opportunities.

1068. Caldwell, Oliver J. "Chinese Universities and the War." SCHOOL & SOCIETY, 55 (February 28, 1942), 230-33.

On U.S. colleges in China.

1069. Campbell, Sylvia. "Reforming the Colleges: An Interview with Tsao Wei-feng, Deputy Director of the Higher

Education Department of East China." CHINA MONTHLY REVIEW, 120, 1 (January 1951), 8-10.

Tsao criticized pre-1949 Chinese higher education for using Western materials and Western or Western-trained faculty members.

1070. Casella, Alexander. "Recent Developments in China's University Recruitment System." CHINA QUARTERLY, 62 (1975), 297-301.

A 1970 ruling required two years of labor before university admission. Other policies resulted in a largely urban student body.

1071. Castleton, A.G. "University Education in Wartime China." JOURNAL OF EDUCATION, 73 (December 1941), 539.

Despite educational disruption caused by 1937 Japanese invasion, China's Ministry of Education reported 113 colleges and universities in 1940, five more than pre-war (91 had been destroyed in the war); and higher education enrollment from 31,000 (pre-war) to 52,000 (1940).

1072. "Catholics Abandon Fu Jen." CHINA MONTHLY REVIEW, 119 (November 1950), 96.

Fu Jen University in Peking was taken over by the Communists.

1073. Chambers, D.I. "The 1975-1976 Debate over Higher Education Policy in the People's Republic of China." COMPARATIVE EDUCATION, 13, 1 (March 1977), 3-14.

Chou En-lai's report, Fourth National People's Congress, January 1975, set off major reappraisal of higher education policy for modernization. Examines student recruitment, student assignment, curricular design, and party opposition to them. Concludes that dramatic reversal is unlikely.

1074. Chan, Sylvia. "Revolution in Higher Education." CHINA: THE IMPACT OF THE CULTURAL REVOLUTION. Edited by Bill Brugger. New York: Barnes & Noble, 1978, pp. 95-125.

HIGHER EDUCATION

The Cultural Revolution started at Peking University as a struggle between advocates of elite, anti-mass education ("experts") and politically activist work-study mass education ("reds"). Exams and admissions standards were lowered to permit more worker-peasant youths to enter. Curriculum was shortened and made more practical. The dominant "red" group swept the country through the Red Guards, tamed down in time by the People's Liberation Army. About 1972-73 the "expert" line reasserted itself, although egalitarian "red" line inroads also persist.

1075. Chang, Nai-fan. "An Analysis of Universities and Colleges on the Chinese Mainland." CHINESE COMMUNIST AFFAIRS, 2, 3 (June 1965), 45-53.

Criticizes the rate of growth and the lack of freedom in higher education under Communism.

1076. Chang, Parris H. "The Cultural Revolution and Chinese Higher Education: Change and Controversy." JOURNAL OF GENERAL EDUCATION, 26, 3 (Fall 1974), 187-94.

Examines changes in higher education policy, 1970-74, using Chinese news media reports and firsthand findings during 1972 and 1974 visits: shortened courses, work experience before admission, party cadres as top administrators, and "redness" over "expertness." Concludes that long-term scientific and economic development is being damaged.

1077. Chang, T'ieh-sheng. "A Thought-Provoking Test Answer Sheet." CHINESE EDUCATION, 8, 3 (Fall 1975), 48-51.

A rusticated urban youth protests that he cannot answer college entrance exam questions because he is not willing to take time from collective labor to study. He resents that "bookworm loafers" have a better chance at higher education than do laboring youth.

1078. Chen, Theodore H.E. "Collective Learning in Communist China's Universities." FAR EASTERN SURVEY, 26 (January 1957), 8-11.

Criticisms of Communist school system include blind imitation of Soviet education; excessive political indoctrination, and lack of creative spirit among students.

1079. Chen, Theodore H.E. "The Flight of the Chinese Professor." SCHOOL & SOCIETY, 66, 1714 (November 1, 1947), 349-50.
Describes post-World War II drop in educational standards as college professors struggled against runaway inflation, often teaching at three institutions to earn enough for food and other necessities.

1080. Cheng, Shih-yi. "An Example of Open-Door Education." PEKING REVIEW, 19, 1 (January 2, 1976), 15-18.
Shanghai's Tungchi University is practicing open-door education by combining work with study, encouraging class struggle, and allowing workers, peasants, and soldiers to manage and teach.

1081. Ch'ien, Chün-jui. EDUCATIONAL THEORY IN THE PEOPLE'S REPUBLIC OF CHINA: THE REPORT OF CH'IEN CHÜN-JUI. Commentary and translation by John N. Hawkins. Asian Studies at Hawaii, No. 6. Honolulu: University of Hawaii Press, 1971.
Vice-Minister of Education Ch'ien's report (of the May 1950 First National Educational Work Conference) on reorganizing higher education and adding part-time schools for rural adults and children. The regular educational system was fundamentally unchanged. Ch'ien and others, influenced by the U.S.S.R., wanted to train experts to hasten industrialization and so encouraged academic excellence. Later, the "red versus expert" tension emerged and Ch'ien was labeled a conservative or "revisionist" in the Cultural Revolution.

1082. Chin, F., and V.K. Ting. "Higher Education in China." EDUCATION IN CHINA. Edited by T.Y. Teng and Timothy Tingfang Lew. Peking: Society for the Study of International Education, 1923, pp. 1-21.
Traces roots of higher education to ancient times. Modern higher education began with the 1862 School of Foreign Languages, Peking, and in 1904 became comprehensive with a

system of provincial colleges sanctioned by the Imperial Court. After 1912 these became independent. Government financing for study abroad began in 1873.

1083. Chin, Ta-K'ai. LUN TA LU KAO-TENG CHIAO-YÜ TI MAO-TUN (ON THE CONTRADICTIONS OF HIGHER EDUCATION ON THE MAINLAND). Hong Kong: Freedom Press, 1958. In Chinese.

1084. China, People's Republic of. Ministry of Higher Education. I-CHIU-WU-LIU NIEN SHU-CH'I KAO-TENG HSÜEH-HSIAO CHAO-SHENG SHENG-HSÜEH CHIH-TAO (GUIDE TO INSTITUTIONS OF HIGHER LEARNING, SUMMER, 1956). 3 vols. Peking: Kao-teng chiao-yü ch'u-pan she, 1956. In Chinese.

Designed for secondary school graduates seeking to enter colleges and universities in China. Volume 1, science and engineering; Volume 2, medicine, agriculture and physical education; Volume 3, the humanities and social sciences. Each volume has Part 1: course content by specialization; and Part 2: universities and colleges offering these courses and duration.

1085. CHINE. L'INDISCIPLINE DANS LES ÉCOLES OFFICIELLES" (The Chaos in the Chinese Colleges and Universities). ASIE FRANÇAISE, 30, 283 (October 1930), 339. In French.

Higher education students are so enthusiastic in furthering the Nationalist movement that they challenge their professors and lack discipline.

1086. Chinese Communist Party, Fu-tan University Committee. "Reform Universities of Liberal Arts Through Revolutionary Mass Criticism: Investigation Report on Futan University's 'May 7' Experimental Liberal Arts Class." CHINESE EDUCATION, 5, 1-2 (Spring-Summer 1972), 144-60.

1087. "Chinese, Mindful of the Economy, Shift Back to Traditional Teaching." NEW YORK TIMES, April 5, 1979, p. 12.

Return to high academic requirements after the work-study program of the Cultural Revolution era was essential for China's economic modernization. The transition caused difficulties for students admitted under earlier standards.

1088. Chou, Wei-ling. "A Review of the Labor Universities." ISSUES AND STUDIES, 12, 3 (1976), 57-79.

At a 1958 symposium about how to implement Marx's belief in combining education and labor, Chinese Communists began Kiangsi Communist University, the first of many labor universities. The author contends that such institutions offer little education and are instead new types of farms or factories which exploit student manpower.

1089. Chou, Wei-ling. "A Study of the July 21 Workers University." ISSUES AND STUDIES, 12, 10 (1976), 54-64.

Operation of workers' universities in China (1968-76), contrasts Maoist and Western views on education, and describes a model July 21 university in Shanghai.

1090. Chow, Paul T.T. "How Leaders are Trained at the Kiangsu Provincial College of Education, Wusih, China." QUARTERLY BULLETIN OF FUNDAMENTAL EDUCATION, 1, 1 (January 1949), 6-15.

Describes field work and other aspects of Kiangsu College of Education training for leaders in social education.

1091. Chu, Yen. "Revolution in Education: Why the University Enrolling System Should Be Reformed: The New Enrollment System and After." PEKING REVIEW, 16, 38 (September 21, 1973), 19-21; 16, 39 (September 28, 1973), 10-11.

Maoist policy admitted more (over 153,000) workers, peasants, and soldiers, to higher education in 1973.

1092. Chung, Shih. HIGHER EDUCATION IN COMMUNIST CHINA. Hong Kong: Union Research Institute, 1956.

Changes in China's higher education: education principles, school system, educational administration, problems, and likely future directions.

1093. Clark, Bronson. "Return to Chengchow: AFSC Guests in China." UNDERSTANDING CHINA NEWSLETTER, AMERICAN FRIENDS SERVICE COMMITTEE, 7, 6 (November 1971), 1, 7.

After 25-year absence, found on 1971 visit that Chengchow, formerly lacking a university, has six, whose intellectuals suffered during the Cultural Revolution and other political tensions.

1094. Cleverley, John. "China's Succession Battle Stirs Higher Education Debate." CHANGE: THE MAGAZINE OF HIGHER LEARNING, 8, 5 (June 1976), 15-17.

About criticism of the quality of university education, part of an intense debate over higher education policies in 1975 and early 1976.

1095. Coe, John L. HUACHUNG UNIVERSITY. New York: United Board for Christian Higher Education in Asia, 1962.

On the recommendations of the 1921 China Education Commission sponsored by North American and British mission boards: Huachung (or Central China) University opened in 1924 with U.S. Episcopalian clergyman Dr. Alfred Gilman as Acting President. Closed in 1927 because of political unrest, it reopened in 1929 with Dr. Francis C.M. Wei as president. During the Sino-Japanese War it relocated to Hsichow. In 1951 Huachung was merged with a government teachers college and ceased to exist as a Christian institution.

1096. "College Education: Socialist Orientation Reiterated." BEIJING REVIEW, 22, 17 (April 27, 1979), 8-9.

Minister of Education warned colleges against copying all practices from universities in capitalist countries. Stressed the necessity to raise students' political consciousness and teach Marxist ideology.

1097. Conti Odorisio, A.M. LA TRASFORMAZIONE DELLE UNIVERSITÀ IN CINA" (The Transformation of Universities in China). STORIA POLITICA, 11, 3 (1972), 348-61. In Italian.

Describes changes in higher education during the Cultural Revolution to prevent formation of a privileged class and to supply enough farm and factory workers.

1098. Corbett, Charles Hodge. SHANTUNG CHRISTIAN UNIVERSITY (CHEELOO). New York: United Board for Christian Colleges in China, 1955.

History of Shantung Christian University, interdenominational school which grew from U.S., Canadian, and British mission efforts. Consolidated on one site in Tsinan, 1917, with J. Percy Bruce as president and Henry W. Luce as vice-president, it operated until Japanese occupation in 1937 when its students scattered to other institutions in Free China. It resumed operation despite the grave political and financial crisis after World War II, only to close in 1952.

1099. Council on International and Public Affairs. U.S.-CHINA RELATIONS: THE CHINA COUNCIL OF THE ASIA SOCIETY. A MEDIAL SOURCE GUIDE, ISSUES FOR THE '80S. New York: Council on International and Public Affairs, 1982. ERIC ED 231 704.

Background information for journalists on U.S.-China relations includes protocols under the science and technology agreement and institutional agreements between U.S. and Chinese universities.

1100. Cressy, Earl Herbert. CHRISTIAN HIGHER EDUCATION IN CHINA: A STUDY FOR THE YEAR 1925-26. BULLETIN NO. 20. Shanghai: China Christian Educational Association, 1928.

Study of the 26 Protestant higher education institutions. Follow-up to the Educational Commission's general examination and recommendations concerning Christian colleges and universities. Extensive statistics and other data. Lists needs at nine major centers.

1101. "Critic of Revisionism at College." PEKING REVIEW, 17, 49 (December 6, 1974), 22-23.

About Chang Tieh-sheng, his student activities, and his widely publicized criticism of the overly academic entrance examination he took.

1102. Crook, David. "To Open the College Gates Wide." CHINA NOW, 63 (July-August 1976), 2-7.

Long-time China resident and teacher at the Number One Institute of Foreign Languages, Peking, traces Communist education's goal of extending higher education to children of workers and peasants, noting the Cultural Revolution's admissions policies.

1103. Day, Clarence Burton. HANGCHOW UNIVERSITY: A BRIEF HISTORY. New York: United Board for Christian Colleges in China, 1955.

History of Presbyterian missions from 1845, the spread of schooling mainly to evangelize the Chinese, and the evolution of Hangchow University. The university was reopened after World War II and taken over by Communists in 1952, when it became Chekiang Teachers College.

1104. Dong, Wenfang. "New Forms of Higher Education: TV Universities." CHINA RECONSTRUCTS, 33, 11 (November 1984), 4-5.

In 1984, almost 450,000 were enrolled in colleges and universities, but twice as many took night courses, correspondence, and TV courses. TV courses serve full-time and part-time students, all given time off and paid wages and benefits while studying. Every province, municipality, and autonomous region except Tibet has its own TV university. Most students attend regular classes supervised by teaching coaches. Graduates, 1979-84, totaled 160,000.

1105. Dow, Marguerite R. "The Influence of the Cultural Revolution on the Teaching of English in the People's Republic of China." ENGLISH LANGUAGE TEACHING JOURNAL, 29, 3 (April 1975), 253-63.

Describes English classes in secondary schools, a commune school, teachers college, and university.

1106. Duyvendak, Jan Julius Lodewijk. "DE BETEEKENIS DER CHINEESCHE UNIVERSITEITEN" (The Importance of Chinese Universities). HET KOUTER, 12, 2 (March 1938), 49-59. In Dutch.

1107. "Education: New College Students." PEKING REVIEW, 21, 16 (April 21, 1978), 11-15.

Interviews with Peking University admissions officer and some new students about admissions policy and new entrants.

1108. "EINE CHINESISCHE HOCHSCHULE IN TSINANFU." (A Chinese Academy in Chi-nan-fu [i.e., Tsinan]). MITTEILUNGEN DES SEMINARS FÜR ORIENTALISCHE SPRACHEN ZU BERLIN, 5 (1902), 163-73. In German.

1109. "Enrollment System: A Meaningful Discussion." PEKING REVIEW, 21, 30 (July 28, 1978), 18-19, 22.

Implications of late 1977 university entrance examinations.

1110. Fabregue, Joseph. "A Survey of Higher Education in the City of Peking." BULLETIN OF THE CATHOLIC UNIVERSITY OF PEKING, 1 (September 1926), 51-56.

To plan Catholic higher education in Peking, existing institutions are described and enrollments given. Categories included are national schools, ministerial schools, schools founded by foreigners, and schools founded by private individuals.

1111. Falvay, Alfred. FELSÖFOKÚ OKTATÁS ÉS TUDOMÁNYOS SZERVEZETEK A KÍNAI NÉPKÖZTÁRSASÁGBAN (Higher Education and Organization of Research Work in the People's Republic of China). TUDOMÁNYSZERVEZÉSI TÁJÉKOZTATÓ, 3, 4 (1965), 479-93. In Hungarian.

1112. Fingar, Thomas. HIGHER EDUCATION AND RESEARCH IN THE PEOPLE'S REPUBLIC OF CHINA: INSTITUTIONAL PROFILES. Washington, DC: U.S.-China Education Clearinghouse, 1981. ERIC ED 214 448.

Institutional profiles of about 75 of China's colleges and universities (detailed data unavailable about the remaining 626), institutes of the Chinese Academy of Sciences, and of the Academy of Social Sciences.

1113. "For More Liberal Arts Students." BEIJING REVIEW, 23, 42 (October 20, 1980), 6.

Vice Premier Fang Yi called for teaching more liberal arts in universities.

1114. "Four Hundred Young Chinese Demonstrate Over the Right to go to College." NEW YORK TIMES, September 11, 1979, p. 3.

Saying they passed college entrance examinations but had not been admitted, 400 young people marched down Peking's main street to demand the right to a university education.

1115. Fraser, Stewart E. "Notes on Sino-Soviet Co-operation in Higher Education, 1950-1960." MELBOURNE STUDIES IN EDUCATION 1961-1962. Edited by E.L. French. Melbourne, Australia: Melbourne University Press, 1964, pp. 36-54.

Soviet influence in Chinese education, Soviet textbooks and their use, organization on the Soviet model, Chinese students in the Soviet Union, and contribution of the Soviet Union.

1116. Fu, Hsin-chi. "Revolution in Education: Three-in-One Teachers Contingent." PEKING REVIEW, 19, 3 (January 16, 1976), 34-36, 40.

Why Tungchi University's worker-teachers are the backbone of the faculty and how old teachers have been "remolded" to carry out revolutionary goals.

1117. Galston, Arthur W. "The University in China." BIOSCIENCE, 22 (April 1972), 217-20.

Changes in university structure caused by the Cultural Revolution.

1118. Gamson, Zelda F. "After the Revolution Comes the Educational Testing Service: Notes on Higher Education in China, 1978." Paper presented at the American Sociological Association, 1979. ERIC ED 180 305.

Examines higher education in China in relation to the drive for industrialization. Points to visits to universities in Canton, Shanghai, Chengtu, and Sian as evidence that higher education, though set back by the Cultural Revolution, is producing the elite sector needed to understand and operate the new technologies.

1119. Gamson, Zelda F. "Mass and Elite Education in China: Notes from a Trip, November 1978." COLLEGE AND SCHOOL INNOVATOR, SCHOOL OF EDUCATION, UNIVERSITY OF MICHIGAN, 10, 10 (April 29, 1979), 1, 4-5, 18.

Visited four "keypoint" universities controlled directly from the Ministry of Education (other universities are controlled by the province or municipality). Contends that China's educational system is not unlike our own in offering unselective mass education while reserving elite education for a few.

1120. Gu, Minyuan. "The Development and Reform of Higher Education in China." COMPARATIVE EDUCATION, 20, 1 (1984), 141-48.

Brief history of and reforms in higher education which grew from 204 institutions in 1949 to 675 in 1980.

1121. Gupta, Krishna Prakash. "Confucius on the Campus." CHINA REPORT, 9, 6 (1973), 3-6.

From 1971 to 1973, anarchy in the guise of academic reform stalked Chinese universities, where the anti-Confucius campaign (actually a disguised attack on Chou En-lai) disrupted studies.

1122. Gupta, Krishna Prakash. "Liberal Arts Education in China." CHINA REPORT, 7, 5 (September-October 1971), 18-25.

Effect of Maoism on liberal arts education, emphasizing teaching, curricula, and the institutional structure of colleges and universities, 1956-71.

1123. Gupta, Krishna Prakash. "Tsinghua Experience and Higher Education in China." CHINA REPORT, 7, 1 (January-February 1971), 2-14.

Influences of Maoism in higher education curricula at Tsinghua University.

1124. Han, Lih-wu. "The Wu-Han University--A Hopeful Center of Learning." CHINA CRITIC, 4, 6 (February 5, 1931), 127-28.

Wu-Han University was reorganized and strengthened by distinguished scholars. Never before a major educational center, Hankow is now conducive to scholarly work.

1125. Hao, Keming. "Research on Higher Education in China Today." COMPARATIVE EDUCATION, 20, 1 (1984), 149-54.

Research on higher education as done by the Research Institute of Higher Education of Peking, which has over 60 full-time and over 1,000 part-time researchers.

1126. Harbison, Frederick H., and Charles A. Myers, eds. MANPOWER AND EDUCATION. COUNTRY STUDIES IN ECONOMIC DEVELOPMENT. New York: McGraw-Hill, 1965.

Surveys the experience of 11 countries with educational planning based on manpower forecasts. Essay by I.C.Y. Hsu, "The Impact of Industrialization on Higher Education in Communist China." See entry 1138.

1127. Hawkins, John N. "China, People's Republic of." THE INTERNATIONAL ENCYCLOPEDIA OF HIGHER EDUCATION. Vol. 3. Edited by Asa S. Knowles. San Francisco: Jossey-Bass Publishers, 1977, pp. 888-95.

Brief history of higher education, with major changes during Communist period since 1949, national educational policy in the 1970s, administration and control, financing, curricular and instructional reform, types of institutions, problems and trends, and bibliography.

1128. Hawkridge, David, and Bob McCormick. "China's Television Universities." BRITISH JOURNAL OF EDUCATIONAL TECHNOLOGY, 14, 3 (October 1983), 160-73.

Television universities are a nationwide network under the Central Radio and Television University jointly administered by the Ministries of Education and Broadcasting. Despite poorly trained faculty, inadequate textbooks, over-reliance on television, an urban bias, and dubious academic status of graduates, television universities are making major contributions and will soon produce two out of every three higher education graduates.

1129. Hayhoe, Ruth. "Chinese Universities and the West: Issues and Debates in the Eighties." CANADIAN AND INTERNATIONAL EDUCATION, 11, 1 (June 1982), 55-66.

About higher education's structure and the West's influences, specialization versus general knowledge in the undergraduate curriculum, and ways to increase democracy and efficient management in university administration.

1130. "Higher Education—Affiliated Colleges Set Up." BEIJING REVIEW, 22, 3 (January 19, 1979), 31.

To enroll more students, Nankai and Tianjin Universities opened affiliated colleges, using space available in primary and middle schools. These colleges are financed by municipal funds and their graduates will receive municipal jobs.

1131. "Higher Education in Communist China. Some Recent Developments." WORLD TODAY, 15, 1 (January 1959), 38-45.

Dramatic changes in higher education in the late 1950s included combining mental and physical labor in "red and expert" institutes, shifting administration of higher education institutes from the Ministry of Education to local leaders, and assuring Party control.

1132. Hinton, William. HUNDRED DAY WAR: THE CULTURAL REVOLUTION AT TSINGHUA UNIVERSITY. New York: Monthly Review Press, 1972.

The Cultural Revolution at Tsinghua University, how the revolution arrived, who was involved and why, and how factional ideological differences developed. Describes educational system before 1966 and reasons for subsequent changes.

1133. Hirth, Friedrich. "The Chinese Oriental College." JOURNAL OF THE CHINESE BRANCH OF THE ROYAL ASIATIC SOCIETY, 22, 3 (1887), 203-23.

1134. Ho, Lin, and Mao Tan. "MÉTAMORPHOSE D'UNE ÉCOLE SUPÉRIEURE: POUR LE 50E ANNIVERSAIRE DE LA FONDATION DE L'UNIVERSITÉ TSINGHOUA" (The Metamorphosis of an Institution of Higher Learning: on the Fiftieth Anniversary of Tsing Hua University). CAHIERS FRANCO-CHINOIS, 12 (December 1961), 78-86. In French.

1135. Hoffman, Charles. WORK INCENTIVE PRACTICES AND POLICIES IN THE PEOPLE'S REPUBLIC OF CHINA, 1953-65. Albany: State University of New York Press, 1967.
Among work incentives discussed are pay scales of professors, scientists, and technical personnel.

1136. Hong, Zhu. "American Literary Studies in New China: A Brief Report." AMERICAN STUDIES INTERNATIONAL, 19, 3-4 (1981), 43-48.
After 1976 universities added courses in American literature.

1137. HSIANG-KANG HSÜEH-SHENG SHU-TIEN (Hong Kong Student Bookstore). I-CHIU-WU-SSU NIEN T'OU-K'AO TA-HSÜEH CHIH-TAO (GUIDE TO INSTITUTIONS OF HIGHER LEARNING). Hong Kong: Hong Kong Student Bookstore, 1954.
Universities and colleges as of 1954 are listed by geographical region. Includes courses offered, duration of different college programs, and entrance examination questions.

1138. Hsü, Immanuel C.Y. "The Impact of Industrialization on Higher Education in Communist China." MANPOWER AND EDUCATION: COUNRTY STUDIES IN ECONOMIC DEVELOPMENT. Edited by Frederick Harbison and Charles A. Myers. New York: McGraw-Hill, 1965, pp. 202-31.
Communist restructuring of higher education: eliminating private institutions; putting general universities, polytechnic institutes, and technical institutes on equal footing; following U.S.S.R. models; and facing tensions over "redness" versus "expertness" in the drive for industrialization. See entry 1126.

1139. Hsu, Immanuel C.Y. "The Reorganization of Higher Education in Communist China, 1949-1961." CHINA QUARTERLY, 19 (July-September 1964), 128-60.

After 1949 China abolished private higher education and reduced general universities. Technical higher education was dramatically increased. Curricula became more specialized and emphasized science and technology. Peasants and workers received admission preference. Thus higher education is helping make Communist China a technocratic state.

1140. Hsü, Immanuel C.Y. "The Reorganization of Higher Education in Communist China, 1949-61." CHINA UNDER MAO: A SELECTION OF ARTICLES FROM THE CHINA QUARTERLY. Edited by Roderick MacFarquhar. Cambridge, MA: MIT Press, 1966, pp. 271-303.

Sections on Higher Education in Traditional China, Transition to Westernized Educational Reform, Institutional and Instructional Reform, Expansion of Schools and Enrollments, Development of Science, Problems of Chinese Higher Education, and Future.

1141. Hu, Chang-tu. "Chinese Higher Education and World Affairs." TEACHERS COLLEGE RECORD, 62 (February 1961), 356-67.

Contrasts the purposes of teaching world affairs in Western and in Chinese higher education institutions, with the former stressing international understanding while the Chinese stress continuous world revolution.

1142. Hu, Chang-tu. "The Chinese University: Target of the Cultural Revolution." SATURDAY REVIEW, 50, 33 (August 19, 1967), 52-54, 68.

By 1958 China had about 20 comprehensive universities and 250 higher technical and teacher training institutes. Mao and his opponents contended over redness versus expertness, 1958-66, and in 1966 with the Cultural Revolution Mao closed universities.

1143. Hu, Chang-tu. "Higher Education in Mainland China." COMPARATIVE EDUCATION REVIEW, 4, 3 (February 1961), 159-68.

Analysis of higher education developments.

1144. Hu, Chang-tu. "Politics in Chinese Higher Education." CURRENT HISTORY, 73, 429 (1977), 79-83, 86-87.
Examines the varying importance of political thought and awareness in higher education, 1950s-77.

1145. Hunt, R.C. "Change in Higher Education in the People's Republic of China." HIGHER EDUCATION, 4, 1 (February 1975), 45-59.
Higher education development since 1949, with emphasis on changes after the Cultural Revolution in admissions policies, duration of courses, methods of combining theory and practice, and teacher-student relationships.

1146. Kao, Feng-lien. "Revolution in Education: Attend Universities, Manage and Transform Them." PEKING REVIEW, 19, 2 (January 9, 1976), 13-16.
Autobiography of a worker-student tells how Mao's ideals were implemented in Tungchi University.

1147. Keeling, Ann, and Tony Woods. "The Chinese People's University: A Look at Current Issues and Past Problems at Ren Da University in Beijing." CHINA NOW, 100 (January-February 1982), 20-23.
People's University--first opened 1950 to train cadres--was closed 1973-77 by ideological conflict. Has since become highly prestigious academically. Over 70 percent of students are males.

1148. Kelly, Maurice. "The Making of a Proletarian Intellectual: Higher Education and 'Cultural Revolution' in China." CURRENT SCENE: DEVELOPMENTS IN MAINLAND CHINA, 4, 19 (October 21, 1966), 1-17.
Ideological shifts affecting higher education, 1957-1966. Concludes that by 1966 Communist ideology had superseded China's tradition of eminent scholarship. Instead, the Cultural Revolution brought backwardness and dislocation to higher education.

1149. Kenneson, James. "China Stinks." HARPER'S, 264 (April 1982), 13-18.

Highly critical of Chinese life after teaching in the foreign languages department of Zhengzhou University, Henan Province. Teachers fear students' anonymous criticisms. Students, worried about future job assignments which last a lifetime, do not want to be teachers. Pulling strings and avoiding work are national pastimes. Party control of everyday life cheats the country and the people.

1150. Kent, Ann. "Red and Expert: The Revolution in Education at Shanghai Teachers' University, 1975-76." CHINA QUARTERLY, 86 (June 1981), 304-21.

Observations while teaching in China, 1975-76, illustrate the relative influence of moderates in the red versus expert struggle.

1151. Klopf, Donald, and Ronald Cambra. "Apprehension about Speaking Among College Students in the People's Republic of China." PSYCHOLOGICAL REPORTS, 46, 3, Part 2 (June 1980), 1194.

Found no significant differences between Chinese and U.S. students on an inventory which measured apprehension about speaking.

1152. Kormondy, Edward J. "The People's Republic of China: Revitalizing an Educational System." CHANGE, 14, 5 (July-August 1982), 32-37.

Pressures to expand higher education in China are great. In addition to the 1,020,000 enrolled in the 600 universities, 1981-82, about 800,000 attended spare-time universities and 420,000 were taking courses at the 29 television universities.

1153. Ku, Yü-hsiu. "Education." THE CHINESE YEAR BOOK 1940-1941. 5th ed. Shanghai: Council of International Affairs, 1940, pp. 698-710.

Cites war damage to higher education, with Japanese completely destroying 14 colleges and either occupying or attacking 91 other institutions. Relief needs and reconstruction plans for students and schools are also discussed.

1154. Kun, Joseph C. "Higher Education: Some Problems of Selection and Enrollment." CHINA QUARTERLY, 8 (October-December 1961), 135-48.

Analyzes higher education admissions practices and notes shifting trends: 1952-58 saw a highly centralized selection and enrollment pattern, with institutions having no voice; after 1958, policy implementation was given to provinces but national planning continued. Increased effort to enroll worker-peasant students had modest success.

1155. Kuo, Ping-wen. "Higher Education in China." BULLETINS ON CHINESE EDUCATION, 2, 10 (1923), 1-24.

Western-style higher education, begun with the 1862 founding of T'UNG WEN KÜAN to train translators, grew slowly in the late nineteenth century. By 1922 China had 30 national colleges (10,535 students), 48 provincial colleges (9,801 students), 29 private colleges (10,524 students), and 18 missionary and foreign colleges (4,020 students).

1156. Kuo, Tze-hsiung. "Higher Education in China." INFORMATION BULLETIN, 3, 2 (January 21, 1937), 29-50.

History of modern government-supported higher education: Interpreters College, Peking (1862) and Shanghai (1863), and School of Chinese and Western Studies, Tientsin. Three government universities formed, 1901-11: Metropolitan University, Peking; Peiyang University, Tientsin; University of Shansi, Taiyuan. Growth and development, 1912-27: 1912 Law on Universities (revised 1913, 1917). Coordination-reorganization, 1927-36: National Academy (1927) became Ministry of Education, 1928; 1929 law defined colleges within universities. Statistics: finance; enrollments and graduates, 1912-36; student demography. Policy on study abroad.

1157. Kuo, Zing Yang. "Higher Education in China During the War." NEWS BULLETIN, INSTITUTE OF INTERNATIONAL EDUCATION, 17 (May 1942), 6-8.

Former president of Chenkiang University reported 104 schools of higher education with enrollment of over 50,000, representing 30,000 more than in 1937. The level of instruction and research had declined.

1158. Lee, Cyrus. "A Short History of the State Higher Education in China." CHINESE CULTURE, 8, 4 (December 1967), 159-74.

Rise and decline of state higher education in traditional China. Argues that such education was administratively and financially aided by central authorities.

1159. Lee, Hwa-wei. "The Recent Educational Reform in Communist China." SCHOOL & SOCIETY, 96, 2311 (November 9, 1968), 395-400.

Using examples of T'ungchi University (Shanghai), the Peking College for Forestry, and Peking Normal University, the author traces half-work, half-study before the Cultural Revolution, and analyzes the educational changes during 1967-68. Educational standards, advanced study and research, military controls, and resistance to change are major problems.

1160. Li, Anthony C. CHUNG-KUO LI-TAI TA-HSUEH-SHIH. (THE HISTORY OF PRIVATELY CONTROLLED HIGHER EDUCATION IN THE REPUBLIC OF CHINA). Washington, DC: Catholic University of America Press, 1954. In Chinese.

Protestant, Catholic, and other private higher education, 1912-48, and under the Communists, 1949-53.

1161. Li, Ping-chang. "Reopening of Partial Higher Educational Institutes on China Mainland." MAINLAND CHINA STUDIES, 3 (April 10, 1971), 27-30.

Reopening higher educational institutes in Shanghai, Kiangsu, and ten other places.

1162. Li, Shixi. "The Television University is Moving Ahead." CHINESE EDUCATION, 13, 3-4 (Fall-Winter 1980-81), 145-55.

Enrollment, classes, and lectures of Television University since its founding on February 6, 1979; urges raising teaching quality, and praises the program's bright prospects.

1163. Li, Tsung-t'ung. CHUNG-KUO LI-TAI TA-HSUEH-SHIH. (A HISTORY OF HIGHER EDUCATION IN SUCCESSIVE CHINESE DYNASTIES). Taipei: 1958. In Chinese.
History of the institutional system, enrollments and student-teacher ratios, curricula, examination systems, and economic conditions of higher learning since the founding of the Imperial College in 124 B.C., including private and provincial academies.

1164. Linden, Allen B. "Politics and Education in Nationalist China: The Case of the University Council, 1927-1928." JOURNAL OF ASIAN STUDIES, 27, 4 (1968), 763-76.
Shortlived University Council favored by Ts'ai Yüan-p'ei (1867-1940) had little impact. Many in the Kuomintang, opposed to Ts'ai's belief that scholars should help make educational policy, wanted party-controlled education.

1165. Lipset, Seymour M. "University Students and Politics in Underdeveloped Countries." MINERVA, 3, 1 (Autumn 1964), 15-56.
Why university students, especially in developing countries (China is an example), refuse to accept the existing political and social order and instead become radicals, usually socialists.

1166. Liu, Da, and Dongchang He. "Running More Liberal Arts Courses." BEIJING REVIEW, 23, 30 (July 28, 1980), 22-24.
Poorly educated cadres are poor managers who, if taught liberal arts at universities, would become more efficient. Higher education curriculum is too heavily scientific. A broadened curriculum can also serve more students.

1167. Liu, William H. "The Dialectical Materialist Approach to University Administration in Peking's Post-Cultural Revolution Era." JOURNAL OF EDUCATIONAL ADMINISTRATION AND HISTORY, 8, 1 (1976), 37-44.
Describes committees that assumed administrative and policymaking functions in universities during the early 1970s and their role in changing these institutions.

1168. Liu, William H. "University Administration in Post-Cultural Revolution China." CHINA REPORT, 10, 1-2 (1974), 27-35.
In the early 1970s, the Party controlled all aspects of higher education through university committees responsible directly to the Party's Central Committee.

1169. Lui, Adam Yuen-chung. "The Imperial College (KUO-TZU-CHIEN) in the Early Ch'ing (1644-1795)." PAPERS ON FAR EASTERN HISTORY, 10 (1974), 147-66.
History of the Imperial College and attempts to revive it.

1170. Margouliès, Georges. "UNTERRICHTSPROBLEME UND UNIVERSITÄTSLEBEN IN CHINA" (Educational Problems and University Life in China). SINICA, 6, 5 (September 1931), 221-29. In German.

1171. Marshall, Jane. "Television Revolution: China's Need for Specialists is Being Met by Its Television University." TIMES HIGHER EDUCATION SUPPLEMENT, 585 (January 20, 1984), 12.
Describes televised higher education's rapid growth after the February 1979 founding of China's Central Radio and Television University.

1172. Martello, Tullio. STUDIO DI CONFRONTO FRA LE UNIVERSITÀ TEDESCHE, INGLESI E CHINESI (A COMPARATIVE STUDY OF THE GERMAN, ENGLISH, AND CHINESE UNIVERSITY). Milan, Italy: Valentiner, 1873. In Italian.

1173. Martin, Charles M. "China: Future of the University." BULLETIN OF THE ATOMIC SCIENTISTS, 25 (January 1971), 11-19.
Compares with student protests at U.S. universities the closing of China's universities for four years during the Cultural Revolution, their subsequent reopening, and debate over curriculum and democratization.

1174. Martin, Charles M. "China: Future of the University." SCIENCE & PUBLIC AFFAIRS, 27, 1 (January 1971), 11-15.

Describes chaotic conditions in universities, many of them closed for four years. Students saw as a threat Red Guards sent to restore order and to administer schools. U.S. and Chinese university reforms compared in the past five years, both seeking to include more underprivileged students through more relevant curriculum and teaching methods.

1175. Mathews, Jay. "Chinese Agonize Over Exams." WASHINGTON POST, December 18, 1979, pp. A1, A16.

With higher education admissions low, pressures to succeed are intense when one takes the five-part, two-day college entrance examination. Cheating and political favoritism evoke deep resentment.

1176. Mathews, Jay. "College Entrance Tests Disturb China's Students." WASHINGTON POST, September 24, 1979, p. A15.

With only 270,000 places for college freshmen, many students not admitted protested. Only 34 percent of Peking University's freshmen were from peasant and worker families. Some students with passing scores asked for places at universities (three preferences permitted) which had no room for them. Other students protested because relatives of officials received preference.

1177. Mathews, Jay. "'Fragile, Feeble-Minded' Americans Teaching in Kunming." WASHINGTON POST, May 2, 1979, p. A21.

Three Americans teaching at Yunnan University find living and teaching conditions spartan but relations with students and colleagues warm.

1178. Mauger, Peter. "China's Island University." TIMES HIGHER EDUCATION SUPPLEMENT, 588 (February 10, 1984), 10.

University of Hainan, opened on Hainan Island, 1983, has three colleges (medicine, teacher training, agriculture), with faculties of law, economics, and industrial management planned. The goal is to spur economic and educational growth and improve conditions for the 5.5 million islanders, 750,000 of whom are minority peoples.

1179. Mauger, Peter. "Education in Hainan." CHINA NOW, 111 (New Year 1985), 29-31.

Visits to schools and other educational institutions on a Chinese tropical island. Was the first foreigner to see the new University of Hainan, which offers teacher training and medical and agricultural education.

1180. May, Julian. "Sick of Noodles." TIMES EDUCATIONAL SUPPLEMENT, 3486 (April 22, 1983), 20.

A British professor describes primitive living conditions for university students (crowded, ill-lit dormitory rooms, poor sanitation, and starchy, low-protein diet) and contends that such students lack the physical stamina to lead in modernizing China.

1181. Merrow, John. "Adult Courses in China: A Leap Forward for Millions." NEW YORK TIMES, September 9, 1979, p. 18

Radio is the main medium in China's adult education programs enrolling 69 million (including 550,000 in factory-run "spare-time universities"). Admission to television universities offered in major cities is selective (32,000 enrolled). Their three- or four-year courses are less rigorous than at universities, which accept only one-tenth of one percent of China's population.

1182. Milton, David, and Nancy Dall Milton. THE WIND WILL NOT SUBSIDE: YEARS IN REVOLUTIONARY CHINA—1964-1969. New York: Pantheon, 1976.

U.S. couple on the faculty of the First Foreign Languages Institute, Peking, offer persuasive details of the Cultural Revolution's effect upon students and teachers and of their personal involvement.

1183. "Minister on China's Higher Education." BEIJING REVIEW, 25, 40 (October 4, 1982), 8-9.

Higher education offerings should be diversified and should include any postsecondary education that meets special requirements.

1184. Ministry of Education, Department of Higher Education, ed. CHUNG-HUA MIN-KUO SHIH-CH'I-NIEN PA-YÜEH CHIH ER-SHIH-NIEN CH'I-YÜEH CH'ÜAN-KUO KAO-TENG CHIAO-YÜ T'UNG-CHI (COUNTRY-WIDE STATISTICS ON HIGHER EDUCATION, AUGUST 1928-JULY 1931). Nanking: Department of Higher Education, Ministry of Education, 1932. In Chinese.

Statistics on enrollments, budgets, equipment, professors, library collections, students' ages, and Chinese students abroad.

1185. Ministry of Education, ed. ER-SHIH-I NIEN-TU CH'ÜAN-KUO KAO-TENG CHIAO-YÜ T'UNG-CHI (COUNTRY-WIDE STATISTICS ON HIGHER EDUCATION, 1932). Shanghai: Commercial Press, 1935. In Chinese.

Statistics on higher education students enrolled, budgets, equipment, professors, library collections, students' ages, and Chinese students abroad.

1186. Munro, Julie W. "What U.S. Scholars Can Expect When They Go to China to Study." CHRONICLE OF HIGHER EDUCATION, 17, 13 (November 27, 1978), 1, 10.

U.S. graduate students at Nanking and Fudan Universities found an improving climate for research and increased access to library materials. But Nanking's library had no catalog and stacks were closed. Classes were dull because discussion was not customary; debate was inhibited by the presence of a "monitor," usually a politically active student.

1187. Mututantri, Barbara. "The Rebirth of a Chinese University." EASTERN HORIZON, 8, 4 (1969), 28-38.

Tungchi University, Shanghai, eager to follow Cultural Revolution thinking, formed the May 7th Commune, where education and production were combined.

1188. Nance, Walter Buckner. SOOCHOW UNIVERSITY. New York: United Board for Christian Colleges in China, 1956.

History of a U.S. Methodist university whose Board of Trustees was formed in 1900. Merged with Anglo-Chinese College, it opened elementary and secondary schools, stressed physical education, and added a science college. Its professional schools included theology, medicine, and law. From 1927 its president was Y.C. Yang. In April 1949 Communists occupied Soochow and eventually took over the university.

1189. "National College Entrance Exam." CHINA YOUTH BULLETIN, 4, 9 (September 1984), 15.
Taking the July 1984 three-day national examination were 1,643,000, of whom 430,000 were to enter higher education (50,000 more than 1983): 66 percent in science and engineering; 25 percent in liberal arts and history; five percent in languages; and four percent in physical culture and art.

1190. "New College Students." BEIJING REVIEW, 22, 41 (October 12, 1979), 6.
Of 270,000 new college students, those from southeast coastal provinces scored highest on entrance examination. Key institutions enrolled 67,000 new students.

1191. "New Students with Practical Experience." CHINA PICTORIAL, 10 (October 1970), 40-43.
How new students in Tsinghua and Peking Universities improved their universities' teaching, scientific research, and production by applying Mao Tse-tung thought during the Cultural Revolution.

1192. Oliver, Michael. "Chinese Universities Completely Changed Since Cultural Revolution." UNIVERSITY AFFAIRS, 15, 10 (December 1974), 14-15.
Admission policies, instructional programs (including graduate level), and other aspects of the university system.

1193. "On the Home Front: College Entrance Examinations." PEKING REVIEW, 2 (January 13, 1978), 30.
Nearly 5.7 million took the college entrance examinations given November 28-December 25, 1977.

1194. "'One Red Heart and Two Preparations.'" BEIJING REVIEW, 22, 22 (June 1, 1979), 6.
Higher education admission policy: new students must be

under age 25 (or age 23 if in languages), unmarried, physically and politically qualified, and meet academic standards set for specific fields.

1195. Pan, Yueh. "Meeting New Needs in Education." CHINA RECONSTRUCTS, 5, 4 (April 1956), 23-26.

Review of the expansion and reorganization of educational facilities. By 1955 China had 194 higher educational institutions; and 14 were universities teaching both the arts and sciences.

1196. Parker, Alvin P. "The Government Colleges of Suchow." CHINESE RECORDER, 24, 11 (November 1893), 534-40; 24, 12 (December 1893), 579-84.

1197. Pepper, Suzanne. "An Interview on Changes in Chinese Education after the 'Gang of Four.'" CHINA QUARTERLY, 72 (December 1977), 815-24.

Interview with Chang Hsueh-hsin of the Higher Education Bureau, Education Ministry, Peking. Includes enrollment statistics, shows flexibility in rebuilding education, and describes plans for resuming a nationwide entrance examination for higher education.

1198. Pincus, Fred L. "Higher Education in the People's Republic of China." EDCENTRIC, 35 (July-August 1975), 16-17, 21.

Observations of higher education, 1972 and 1974, illustrate how students were prepared to give selfless service.

1199. Prybyla, Jan S. "The Life of a Chinese Professor." JOURNAL OF GENERAL EDUCATION, 26, 3 (Fall 1974), 195-204.

Examines Cultural Revolution and the effects of Maoist policies on higher education faculty. With ranks abolished and admissions cut, faculty-student ratios are sometimes one to one. However, the demand for ideological fervor, physical labor, and thought reform demeaned faculty.

1200. Prybyla, Jan S. "Notes on Chinese Higher Education: 1974." CHINA QUARTERLY, 62 (June 1975), 271-96.

Seven colleges visited in 1974; ideological and economic factors influencing higher education policies; and some impressions of the Cultural Revolution's impact.

1201. Qian, Jiaju. "On Reforming University Education." BEIJING REVIEW, 23, 30 (July 28, 1980), 21-22.

Universities need to teach, do research, streamline staff and operate more efficiently, hand over to city authorities housing and feeding of students, and allow students flexibility if they wish to change programs.

1202. "Resume Classes." Quarterly Chronicle and Documentation. CHINA QUARTERLY, 33 (January-March 1968), 154-55.

Calls for recently closed universities and schools to reopen and resume classes while still working for education reform.

1203. Russell, Bertrand. "Higher Education in China." THE PROBLEM OF CHINA. London: George Allen and Unwin, 1966, pp. 214-25.

English philosopher who visited and had influence in China describes in 1922 edition (reprinted 1966) China's traditional higher education and specific U.S. mission-founded colleges and universities.

1204. Scalapino, Robert A. "The Struggle Over Higher Education—Revolution Versus Development." ISSUES AND STUDIES, 12, 7 (July 1976), 1-8.

Criticism of higher education quality in late 1975-early 1976 seriously challenged Maoist policies by urging that higher education must foster modernization and economic development.

1205. Schafer, Eldon G. "People's Republic of China Seeks Help from U.S. Community Colleges." COMMUNITY AND JUNIOR COLLEGE JOURNAL, 53, 8 (May 1983), 44-46, 61.

With a World Bank loan, China sought help from U.S. community college experts in redesigning her colleges as part of the country's struggle for economic development. A first step was to authorize 15 pilot short-term vocational colleges to prepare skilled technicians.

1206. Scott, Roderick. "An American Professor in a Refugee Chinese College." SCHOOL AND SOCIETY, 54 (December 27, 1941), 606-10.

Professor at Fukien Christian University, Shaowu, describes how the university was moved 300 miles to a remote community to escape the Japanese.

1207. Scott, Roderick. FUKIEN CHRISTIAN UNIVERSITY: A HISTORICAL SKETCH. New York: United Board for Christian Colleges in China, 1954.

History of Fukien Christian University (1916-51) in the context of major events. During 1945-51, student unrest was similar to that during the later Cultural Revolution. Under Communist rule, Fukien University became a part of National Foochow University.

1208. "Self-Education Among Chinese Youth." CHINESE YOUTH BULLETIN, 5, 5 (May 1985), 17-19.

State examinations to grant college credit for independent study began experimentally, 1973. Spurred by too few higher education places, the program has grown rapidly since 1978, especially in major cities, with total examinees reaching one million in 1984, encouraged by government radio, television, and correspondence universities.

1209. Sewell, William G. I STAYED IN CHINA. London: Allen and Unwin, 1966.

Chemistry professor who remained until 1952 at a mission university in Duliang, southwest China, recalls the events preceding his departure, when he felt sympathy for left-wing students.

1210. Sexton, Bonnie. "China to Limit College Enrollment, Restrain Growth During the 1980's." CHRONICLE OF HIGHER EDUCATION, 21, 22 (February 9, 1981), 15.

To assure sound growth, the Ministry of Education will allow no more than 300,000 in 1981 to enter college.

Entrance examination will not be the sole criterion (other criteria: high school grades, conduct, sports ability). Some fear that bribery and personal influence will also affect admissions.

1211. Seybolt, Peter J. "Higher Education in China." HIGHER EDUCATION, 3, 3 (August 1974), 265-83.
Status of higher education in late 1973: institutional structure, administrative organization, student recruitment procedures, and teaching/learning practices.

1212. Seybolt, Peter J., ed. "Correspondence Universities are Making Headway." CHINESE EDUCATION, 9, 4 (Winter 1976-77), 1-96.
Articles describing and urging correspondence universities, initiated in Shanghai, spring 1974, to encourage rusticated urban youth to remain in rural communes. Instruction is both ideological ("serve the people") and practical (greater economic development).

1213. Seybolt, Peter J., ed. "1979 National Unified Entrance Examination for Institutions of Higher Education." CHINESE EDUCATION, 12, 3 (Fall 1979), 1-120.
Higher education entrance examination questions and a review syllabus. See edition by Robert Barendsen, which has an analysis of the questions. See entry 1049.

1214. Seybolt, Peter J., ed. "Student Admissions, Science and Technology, Foreign Language Instruction, Examinations and Grading, and Model Elementary School." CHINESE EDUCATION, 6, 2 (Summer 1973), 1-117.
Articles show post-Cultural Revolution tendencies: four articles on new higher education admissions indicate discontent among youth sent to work in rural communes; three on teaching science and technology emphasize theory more than practice; three on foreign language teaching urge harder study and for longer periods; and two stress the need for examinations and grading.

1215. Seybolt, Peter J., ed. "Support the Entrance Examinations System for Institutions of Higher Education and Improve Enrollment Work." CHINESE EDUCATION, 13, 3-4 (Fall-Winter 1980-81), 112-19.

Reasons for reinstating higher education entrance examinations: to overcome previous bad practices under the Gang of Four (entrance by favoritism) and to raise academic standards and attainment.

1216. Shanghai Municipal Bureau of Education. "Correspondence Universities are Making Headway." CHINESE EDUCATION, 9, 4 (1976-77), entire issue.

Correspondence programs begun during the Cultural Revolution offered university instruction to educated urban youth sent to the border regions and other rural areas.

1217. Shor, Ira. "Education to the People: Higher Education in China." SOCIAL POLICY, 5, 4 (November-December 1974), 30-37.

Higher education in 1974 reflected the Cultural Revolution's goal of combining work and study rather than catering to a privileged elite.

1218. Shor, Ira. "Lessons from China on the New Learners." CHRONICLE OF HIGHER EDUCATION, 9, 7 (November 4, 1974), 20.

Compares higher education opportunities for ordinary workers with U.S.-style community colleges; also contrasts off-campus training facilities for Chinese and U.S. workers.

1219. Sidel, Mark. "University Enrollment in the People's Republic of China, 1977-1981: The Examination Model Returns." COMPARATIVE EDUCATION, 18, 3 (1982), 257-69.

University entrance examinations, reinstituted in 1977, and university enrollment in the post-Mao period. Effects of these admissions policies on social background of students and on admission of women. Concludes that women face tough obstacles and that these admissions policies will heighten political debate.

1220. Sterba, James P. "China's Schools Begin Giving Advanced Degrees." NEW YORK TIMES, June 21, 1981, p. 7.

Before 1949, few Chinese universities conferred degrees. Under Communist rule, intellectuals and academic qualifications have been politically suspect. But in 1981 selected universities were authorized to confer master's and doctor's degrees. Granting bachelor's degrees was to begin in 1982.

1221. Swearer, Howard. "Higher Education in Contemporary China." KEY REPORTER, 40, 2 (Winter 1974-75), 2-4, 8.

A U.S. college president's impressions of higher education in 1974.

1222. Tang, Pei-sung. "Chinese Universities on the March." AMERICAN SCHOLAR, 10 (Winter 1940-41), 41-48.

After the 1937 outbreak of war with Japan, at least 77 universities moved inland. The crude conditions were a setback, especially to science, but students developed a deep interest in national affairs.

1223. Tao, Frank. "Student Life in China." CHINA AFTER SEVEN YEARS OF WAR. Edited by Hollington Kong Tong. New York: Macmillan, 1945, pp. 101-24.

Living and study conditions of students and professors; 1944 statistics (137 higher education institutions, 50 colleges, 47 technical colleges); and changes over the war years.

1224. Taylor, Robert. EDUCATION AND UNIVERSITY ENROLLMENT POLICIES IN CHINA, 1949-1971. Canberra: Australian National University Press, 1973.

Evolution of principles and procedures for selecting university students, 1949 to the early 1970s, and their relation to other education developments.

1225. Thurston, Matilda S. Calder, and Ruth Miriam Chester. GINLING COLLEGE. New York: United Board for Christian Colleges in China, 1955.

Ginling College, sponsored by five U.S. Protestant mission boards, opened as a women's college in September 1915, and occupied a new Nanking campus in 1923. Presidents included

Matilda Thurston and Wu Yi-fang. Relocated during World War II to Chengtu, Ginling returned to Nanking in 1945. After the Communists assumed power it became part of the University of Nanking.

1226. Tien, Joseleyne Slade. "Lesson From China: Percy Bysshe Shelley and the Cultural Revolution at Wuhan University." HARVARD EDUCATIONAL REVIEW, 45, 2 (May 1975), 211-23.

Cultural Revolution reform effects on a leading university in Central China, as observed in June 1973. (Includes a detailed account of an English class session discussing the life and works of Shelley.)

1227. Unger, Jonathan. "The Chinese Controversy Over Higher Education." PACIFIC AFFAIRS, 53, 1 (1980), 29-47.

Cultural Revolution radicals opened universities to workers and peasants and reduced the curriculum to little more than a work experience. Professional training suffered. By the late 1970s restored traditional higher education favored intellectual and bureaucratic classes.

1228. UNESCO. "China." WORLD GUIDE TO HIGHER EDUCATION: A COMPARATIVE SURVEY OF SYSTEMS, DEGREES AND QUALIFICATIONS. 2nd ed. New York: Bowker, 1982, pp. 53-54.

Covers central and local higher education administration; the 89 "key" universities (1977) responsible to the Central Ministry, which train scholars and researchers for other universities and emphasize science and technology; full or part-time workers' and peasants' colleges and correspondence schools run by factories, communes, provincial, municipal, and rural authorities; a television university (1979), along with other radio and television courses in Shanghai; university entrance exams reintroduced in 1978 and graduate university entrance exams in 1979.

1229. UNESCO. "China." WORLD SURVEY OF EDUCATION. IV: HIGHER EDUCATION. New York: UNESCO Center, 1966, pp. 335-40.

Data as of June 1964 on China and other countries: educational system and higher education history and institutions.

1230. U.S. Consulate General, Hong Kong. "Some Institutions of Higher Learning in Communist China." CURRENT BACKGROUND, 585 (July 30, 1959), 1-21.

Articles describe eleven institutions of higher learning, largely in the fields of technology and medicine.

1231. "Universities Begin Enrolling Self-Paid Students." BEIJING REVIEW, 23, 39 (September 29, 1980), 6.

More than two thousand of Peking's higher education students have been allowed to pay their own tuition and live at home although they did not pass the entrance examination. They will receive certificates and must seek jobs. Other centers have similar programs.

1232. "Universities." Quarterly Chronicle and Documentation. CHINA QUARTERLY, 5 (January-March 1961), 163-64.

Describes Sinkiang University in Urumchi and Chinghai University in Sining.

1233. "The University of Nanking." JOURNAL OF AMERICA ASIATIC ASSOCIATION, 12, 6 (July 1912), 184-85.

Description and financial needs of mission-founded University of Nanking which also coordinates Central China mission elementary and secondary schools.

1234. Wang, Cheng-xu, and He Ping. "Higher Education in Asia and the Pacific: China." BULLETIN OF THE UNESCO REGIONAL OFFICE FOR EDUCATION IN ASIA AND THE PACIFIC, 24 (April 1983), 7-11.

Survey emphasizes higher education's role in meeting China's modernization goals.

1235. Wang, Chun. "Current Trends in the Reform of Higher Education in Communist China." CHINESE EDUCATION, 2 (Winter 1969-70), 27-52.

Analyzes the socialist university system through a study of four proposals for experiments in 1968 and four special columns featured in PEOPLE'S DAILY on "How Should Socialist Universities Be Operated?"

1236. Wang, Hsüeh-wen. "Maoist 'Reeducation' of College Professors." ISSUES AND STUDIES, 6 (February 1970), 7-10.
Discusses Cultural Revolution-mandated political "reeducation" of professors at Tsinghua and Nankai universities, Peking; Peking Industrial College; Sun Yat-sen University, Canton; and colleges in Shanghai.

1237. Wang, Hsüeh-wen. "Maoist Reform of Universities of Arts." ISSUES AND STUDIES, 6 (June 1970), 37-46.
Cultural Revolution policy on institutions of higher learning, reasons for the reform of universities of arts, and resistance from teachers and students.

1238. Wang, Hsüeh-wen. "Peking and Tsinghua Universities: 1966-1976." ISSUES AND STUDIES, 13, 6 (1977), 75-90.
Brief histories of the two universities; asserts that Maoist influence has weakened quality of both.

1239. Wang, Hsüeh-wen. "Several of Peiping's Educational Problems." ISSUES AND STUDIES, 11, 1 (1975), 57-74.
Problems in Cultural Revolution educational policy, 1967-70s, emphasizing enrollment procedures for colleges and universities and the role of workers' propaganda teams.

1240. Wang, Yi-shan. "China's Radio and Television Universities." PROSPECTS: QUARTERLY REVIEW OF EDUCATION, 14, 1 (1984), 151-57.
Central Broadcasting and Television University head official describes the university's programs, teaching methods, staff and students, achievements and limitations.

1241. Williams, Dennis A. et al. "China Looks West to Learn." NEWSWEEK, 105, 7 (February 18, 1985), 84.
First Western-style university, endorsed by Deng Xiaoping when proposed to him by Chinese-born professor at the University of California, Santa Clara, Shu-park Chan, will open fall 1986 with Chan as founding president. Beginning as

a graduate school of computer science and engineering at Shenzhen (25 miles from Hong Kong), China Experimental University, promised no Party oversight, by 1998 expects to have seven colleges (including law, medicine, and agriculture), and to be a symbol of China's modernization.

1242. Williams, Trevor. "A Record of the Great Evenls in the Struggle Between the Two Lines in the Field of Higher Education." CHINESE SOCIOLOGY AND ANTHROPOLOGY, 2, 1-2 (Fall-Winter 1969-70), 17-76.

Contrasts the incompatible higher education ideologies of Mao Tse-tung and Liu Shao-chi which emerged in the Cultural Revolution. Mao favored thought reform, abolition of academic entrance requirements, equal stress on work and study, and student labor at factories and farm communes. Liu Shao-chi's advocacy of elitism and training of experts led to his downfall.

1243. Wilson, John Tuzo. UNGLAZED CHINA. New York: Saturday Review Press, 1973.

Impressions of several major Chinese universities, stressing the role played in modernization by science education and research policies.

1244. Wood, Helen M. et al. "A Tour of Computing Facilities in China." COMPUTER, 18, 1 (January 1985), 80-87.

Describes computer science departments, faculty, students, and programs at Peking University, Shanghai Jiao Tong University, and Fudan University.

1245. Wren, Christopher S. "Tarnished Children of the Brass: China Gets Tough." NEW YORK TIMES, February 17, 1984, Section 1, p. 2.

Abuse of privilege among children of government officials stirred concern. A party memo in October, 1983, complained about favoritism, a fact substantiated by U.S. teacher at a Peking Institute, one-third of whose students were admitted despite failing the entrance examination.

1246. Wren, Christopher S. "On Verse and Verve, Two American Teachers Charm the Chinese." NEW YORK TIMES, June 6, 1984, p. A2.

U.S. professor and wife, two of about 300 U.S. faculty hired by the Chinese Government, taught English at Hebei Normal University, avoiding conflict with the pervasive Communist ideology while encouraging students to raise challenging questions.

1247. Xiao, Qian. "Higher Education: Today & Tomorrow." BEIJING REVIEW, 26, 6 (February 7, 1983), 21-23.

Statistics (1982): over 700 colleges and universities with 250,000 full-time teaching staff (4,231 professors; 20,000 associate professors). Central Radio and TV University and 28 similar universities are run by provinces. Under 1981-85 Five-Year Plan students and institutions are expanding, short-term vocational colleges are opening, colleges are admitting those who completed secondary study independently, and cadres are receiving short-term in-service instruction.

1248. Yeh, N. Kai. "The TV University in China." MEDIA IN EDUCATION AND DEVELOPMENT, 16, 4 (December 1983), 157-61.

History, operation, and future plans of Central Radio and Television University.

1249. You, Yuwen. "Independent Study." CHINA RECONSTRUCTS, 33, 11 (November 1984), 11-13.

With universities and colleges full, many adults study independently to complete higher education by taking examinations (25,000 passed such exams, 1980-83, in Peking alone). Those who pass are officially treated the same as graduates of regular universities.

1250. Young, C.F. "Higher Education in China." PEABODY JOURNAL OF EDUCATION, 14 (1937), 185-95.

Surveys rise of modern higher education. By 1927 China had 34 public and 18 private institutions recognized by the Ministry of Education. For university status, an institution needed three professional colleges. The Ministry, having separated religion from education, planned eventually to control all higher education. Curricular emphasis was on applied science.

1251. "Youngsters in College: For a Bigger Pool of Talent." PEKING REVIEW, 21, 15 (April 14, 1978), 15-17.

New admissions policy at the Chinese University of Science and Technology will allow gifted students under age 16 to enroll.

1252. Yu, Xiafu. "Open More Avenues for Education." BEIJING REVIEW, 23, 30 (July 28, 1980), 19-21.

Modernization will require more higher education graduates. Ways to raise enrollments are to admit day students (now all are boarders), provide more independent study, allow students who can pay to cover their own expenses, and offer two-year and three-year programs.

See also Chapter 45, PEKING UNIVERSITY.
Chapter 60, STUDENT MOVEMENTS AND STUDENT-LED REVOLTS.
Chapter 70, YENCHING UNIVERSITY.

Chapter 24

HISTORIOGRAPHY (INTERPRETING CHINA'S PAST): HISTORIANS, HISTORY TEACHING, HISTORY WRITING

1253. Astaf'ev, Gennadii Vasil'evich. NAUCHNO-ISSLEDOVATEL'SKAIA RABOTA V OBLASTI ISTORII I EKONOMIKI KITAIA V KITAISKOI NARODNOI RESPUBLIKE (Research on Chinese History and Economics in the People's Republic of China). SOVETSKOE VOSTOKOVEDENIE, 1 (1956), 176-80. In Russian.

1254. Beasley, William Gerald, and Edwin George Pulleyblank, eds. HISTORIANS OF CHINA AND JAPAN. London: Oxford University Press, 1961.

Passionately interested in their history, the Chinese habitually turned to it for episodes which storytellers, novelists, and dramatists continually used. Overview of historiography. Major historians: Ssu-ma Ch'ien (c. 145-85 B.C.), Tu Yu (735-812), Ma Tuan-lin (c. 1250-1325), Liu Chih-chi (661-721), Ssu-ma Kuang (1019-86), Chao I (1727-1814), Chang Hsüeh-ch'eng (1738-1801), K'ang Yu-wei (1858-1927), Hu Shih (1891-1962), and Wang Fu-chih (1619-92).

1255. Boorman, Howard Lyon. "Mao Tse-tung as Historian." CHINA QUARTERLY, 28 (October-December 1966), 82-105.

Agrees with Stuart Schram that only an intellectual of peasant background could have Sinicized and implemented Marxism-Leninism in China. Praises Mao's historical writings (pre-1949 reports and records) as an unparalleled contribution to Chinese historical literature. Maoists see history as mirror to guide their policies.

1256. Boorman, Howard Lyon. "Mao Tse-tung as Historian." HISTORY IN COMMUNIST CHINA. Edited by Albert Feuerwerker. Cambridge MA: MIT Press, 1968, pp. 306-30.

After the Long March and establishment of a Communist base in Shensi province, Mao's pronouncements (1937-49) formed the basic framework for history writing after the Communists assumed power. Mao's view of history, essentially modern, holds that man can consciously change his social environment. His pre-1949 reports and directives are important historical literature.

1257. Borokh, Liliia Nikolaevna. "KITAISKIE ISTORIKI O PRINTSIPAKH ISTORICHESKOGO ISSLEDOVANIIA" (Chinese Historians on the Principles of Historical Research). ISTORICHESKAIA NAUKA V KNR (HISTORIOGRAPHY IN THE PEOPLE'S REPUBLIC OF CHINA). Edited by Rudolf V. Viatkin and Nataliia P. Svistunova. Moscow: Nauka, 1971, pp. 180-91. In Russian.

1258. Brook, Timothy, and Rene Wagner. "The Teaching of History to Foreign Students at Peking University." CHINA QUARTERLY, 71 (1977), 598-607.

Two Peking University Chinese history courses for foreign students only dealt with modern history since 1840 based almost entirely on Mao's writings, and classical history based on writing of Ssu-ma Kuang, which give a Marxist analysis.

1259. Chang, Hsin-hai. "Some Types of Chinese Historical Thought." JOURNAL OF THE NORTH-CHINA BRANCH, ROYAL ASIATIC SOCIETY, 60 (1929), 1-41.

History of Chinese historical writing. Cites ancient work, TSO CHUAN, and the historian Ssu-ma Chien for contributions to historiography. Other prominent historians were Liu Chih-chi and Chang Che-tsai, but neither exerted major influence on modern historical writing.

1260. Ch'en, Jerome. "Letter from Jerome Ch'en." MODERN CHINA, 5, 4 (1979), 525-30.

After the Cultural Revolution historians emphasized basic theory and knowledge. After Mao's death, historians' interest heightened in compilations, publications, and conferences.

1261. Chesneaux, Jean. "LES TRAVAUX D'HISTOIRE MODERNE ET CONTEMPORAINE EN CHINE POPULAIRE" (Work on Modern and Recent History in the Chinese People's Republic). REVUE HISTORIQUE, 215, 2 (April-June 1956), 274-82. In French.

After 1949, the "Third Institute" of the Chinese Academy of Sciences began rewriting China's history along Marxist lines. Work done collectively was submitted to discussion and criticism.

1262. Chey, Jocelyn. "Marxist Influence on the Writing of Intellectual History in Modern China." PAPERS ON FAR EASTERN HISTORY, 14 (1976), 123-41.

1263. Chiang, Chieh-fu, and Tso-yun Chu. "HOU-KU PO-CHIN SHIH LI-SHIH CHIAO-HSÜEH YÜ YEN-CHIU CHUNG TI TZU-PÊN-CHU-I TAO-LU" (Setting a Higher Value on Antiquity Than on Modern Times is Only a Capitalist Path for Teaching and Studying the Science of History). WÊN SHIH CHÊ, 8 (1958), 1-9. In Chinese.

Criticizes some Chinese historians for not using Marxist techniques in examining modern Chinese history.

1264. Dalnev, M. "Maoist Falsifiers Rewrite History." FAR EASTERN AFFAIRS, 1 (1979), 39-45.

Russian scholar criticizes China's rewriting of history for being uncritical of British imperialists while emphasizing Russian expansionism.

1265. Das, Naranarayan. "Contemporary Chinese Historiography." CHINA REPORT, 11, 3 (1975), 6-20.

Post-1949 historiography has concentrated on a few themes (peasant rebellions, periodization) and has followed Mao's guidelines concerning class struggle, ideological and political needs, and the ideological framework. Communist historians have clashed, with some stressing classical Marxism while others stress peasant rebellions.

1266. Demieville, Paul. "Chang Hsüeh-ch'eng and His Historiography." HISTORIANS OF CHINA AND JAPAN. Edited by William Gerald Beasley and Edwin George Pulleyblank. London: Oxford University Press, 1961, pp. 167-85.

Chang Hsüeh-ch'eng (1738-1801), ranked with the greatest contemporary European historiographers, was against excessive criticism of his time and important for his modern reflections on the theory, methods, and ideology of history.

1267. Dillon, Michael. DICTIONARY OF CHINESE HISTORY. Totowa, NJ: Frank Cass, 1979.

Defines briefly education-related topics: Academia Sinica, Analects, Burning of the Books, 213 B.C., May 4th Movement, May 7th Cadre Schools, May 16 Group, Missionaries, Returned Students, Matteo Ricci, Socialist Education Movement, and Society for Literary Studies. Covers prehistory to 1977.

1268. Dirlik, Arif. "The Problem of Class Viewpoint Versus Historicism in Chinese Historiography." MODERN CHINA, 3, 4 (1977), 465-88.

Historians in 1963-64 debated two historical perspectives, the winners arguing that class analysis was not enough but that social, political, and economic factors should be included.

1269. Dirlik, Arif, and Laurence A. Schneider. "The People's Republic of China." INTERNATIONAL HANDBOOK OF HISTORICAL STUDIES: CONTEMPORARY RESEARCH AND THEORY. Edited by Georg Iggers and Harold Parker. Westport, CT: Greenwood Press, 1979, pp. 353-63.

Reconciling Marxist theory with Chinese history has been a major issue of Chinese historiography since 1949.

1270. Dobrinin, K. A. "KRITIKA KITAISKIKH ISTORIKOV NA STRANITSAKH KITAISKOI PECHATI V PERIOD KUL'TURNOI REVOLIUTSIE" (Criticisms of Chinese

Historians in the Chinese Press During the Cultural Revolution). ISTORICHESKAIA NAUKA V KNR (HISTORIOGRAPHY IN THE PEOPLE'S REPUBLIC OF CHINA). Edited by Rudolf V. Viatkin and Nataliia P. Svistunova. Moscow: Nauka, Glav. red. Vost. lit-ry, 1971, pp. 232-43. In Russian.

1271. Editorial Committee of the Peking Four Histories Series. CHINESE SOCIOLOGY AND ANTHROPOLOGY, 10, 1 (1977), 3-91.

Selections from the "The Peking Four Histories Series": family histories, commune histories, and factory histories of Peking (prepared for ideological education).

1272. Esherick, Joseph W. REFORM AND REVOLUTION IN CHINA: THE 1911 REVOLUTION IN HUNAN AND HUBEI. Berkeley: University of California Press, 1976.

Examines the period 1897-1913 to assess causes and significance of the Revolution of 1911 in the central China provinces of Hunan and Hubei. In 1905-1906 students in Western-style Chinese schools and those recently returned from Japan grew increasingly radical. Their actions aided a popular uprising (1906) that had its own inner dynamic. Elites, in order to control the outcome, supported the revolution—aimed primarily at overthrowing the Manchu, not at radical social change.

1273. Feuerwerker, Albert. "China's History in Marxian Dress." AMERICAN HISTORICAL REVIEW, 66, 2 (1961), 323-53.

Party directives for research and historical monographs show difficulties of rewriting history in a Communist setting. Major concerns have been peasant rebellions, sources of capitalism, the place of "imperialism," and periodization of China's past.

1274. Feuerwerker, Albert. "China's History in Marxian Dress." HISTORY IN COMMUNIST CHINA. Edited by Albert Feuerwerker. Cambridge MA: MIT Press, 1968, pp. 14-44.

Communist historians have not produced the promised general history of China. The mechanical, anti-imperialist, ideological quality of their historiography has biased their writing.

1275. Feuerwerker, Albert. "China's Modern Economic History in Communist Chinese Historiography." CHINA QUARTERLY, 22 (April-June 1965), 31-61.
Chinese economic historians have spent less time on agricultural history than on money, banking, and company histories. Their need for a proletariat has spurred study of roots of modern capitalistic practices in China.

1276. Feuerwerker, Albert. "China's Modern Economic History in Communist Chinese Historiography." HISTORY IN COMMUNIST CHINA. Edited by Albert Feuerwerker. Cambridge, MA: MIT Press, 1968, pp. 216-46.
Since 1949, Communist economic historians, passively ideological, have not attacked problems posed by nineteenth and twentieth century economic history.

1277. Feuerwerker, Albert. "From 'Feudalism' to 'Capitalism' in Recent Historical Writing from Mainland China." JOURNAL OF ASIAN STUDIES, 18, 1 (November 1958), 107-16.
Review of three books of historical studies published in China in 1957 comments on direction and tone of Chinese historiography.

1278. Feuerwerker, Albert. "Rewriting Chinese History: Interpreting the Past in the People's Republic of China." UNIVERSITY OF TORONTO QUARTERLY, 30, 3 (April 1961), 273-85.
Concludes that rewriting China's history in keeping with Communist ideology has produced more homogeneity than was found in Soviet historical writing after the Russian Revolution.

1279. Feuerwerker, Albert, ed. HISTORY IN COMMUNIST CHINA. Cambridge, MA: MIT Press, 1968.
Conference papers on rewriting and reinterpreting Chinese

history along Marxian lines, especially the thought of Confucius and other intellectuals.

1280. Fitzgerald, Charles Patrick. CHINA: A SHORT CULTURAL HISTORY. New York: Appleton-Century, 1938.
Synthesis of the world's oldest living civilization.

1281. Fitzgerald, Charles Patrick. "The Chinese Middle Ages in Communist Historiography." HISTORY IN COMMUNIST CHINA. Edited by Albert Feuerwerker. Cambridge, MA: MIT Press, 1968, pp. 124-39.
Chinese Communist historians condemn as "feudal" 316 A.D.-1278 A.D., a period criticized less since their break with the U.S.S.R. The trend is to exalt China and Chinese experience, though historians have not yet questioned the Marxist scheme of rigid periods based on European history.

1282. Fogel, Joshua A. "On the 'Rediscovery' of the Chinese Past: Ts'ui Shu and Related Cases." PERSPECTIVES ON A CHANGING CHINA: ESSAYS IN HONOR OF PROFESSOR C. MARTIN WILBUR ON THE OCCASION OF HIS RETIREMENT. Edited by Joshua A. Fogel and William T. Rowe. Boulder, CO: Westview Press, 1979, pp. 219-35.
Interest in the eighteenth century historian Ts'ui Shu by such prominent Republican historians as Hu Shih demonstrated the twentieth century Chinese need for "scientific" forebears.

1283. Franke, Otto. "The Meaning of Chinese Historiography." EAST-WEST CENTER REVIEW, 2, 1 (June 1965), 6-22.
Explored difference in origin of Western historiography (events in causal relationship) and Chinese historiography (chronicler as moral judge of the ruler). Evaluates historians Ssu-ma Ch'ien (145-?87 B.C.), Ssu-ma Kuang (1019-86), Yuan Shu (late 12th century A.D.), and Chu Hsi (1130-1200 A.D.).

1284. Gardner, Charles Sidney. CHINESE TRADITIONAL HISTORIOGRAPHY. Revised ed. Cambridge, MA: Harvard University Press, 1961.

The twentieth century saw history writing revived in China and Western scientific methods used for the first time. Despite Western influence, Chinese history writing is distinctive because of its unique material and the Chinese conception of the past as a series of concrete events.

1285. Goldman, Merle. "The Role of History in Party Struggle, 1962-64." CHINA QUARTERLY, 51 (1972), 500-19.
The 1962-64 period, relatively free of overt dissidence, was marked by intellectual and scholarly discussion on ways to use China's history to attain harmony, a basic Chinese value.

1286. Gray, Jack Douglas. "Historical Writing in Twentieth-Century China: Notes on Its Background and Development." HISTORIANS OF CHINA AND JAPAN. Edited by William Gerald Beasley and Edwin George Pulleyblank. London: Oxford University Press, 1961, pp. 186-212.
Before 1949, almost all intellectuals favored a socialist revolution. In the years 1930-37 several distinguished university history departments interpreted, in Marxist terms, the nature of Chinese society and its past.

1287. Grimm, Tilemann. "IDEE UND WIRKLICHKEIT IN DER CHINESISCHEN GESCHICHTE" (Idea and Reality in Chinese History). SAECULUM, 10, 2 (1959), 186-95. In German.

1288. Han, Yu-shan. ELEMENTS OF CHINESE HISTORIOGRAPHY. Hollywood, CA: Hawley, 1955.
Functions and problems of the historian in government, 256 B.C.-1911 A.D.; types of historical writings; selections from 46 modern historians' works; historical criticism (in disguised form, in schools of thought); historical geography, and analysis of 26 dynastic historians. Index lists entries for 14 "schools of thought or learning."

1289. Harrison, James P. "Chinese Communist Interpretations of the Chinese Peasant Wars." HISTORY IN COMMUNIST

CHINA. Edited by Albert Feuerwerker. Cambridge, MA: MIT Press, 1968, pp. 191-215.

Writing about peasant revolts in Chinese history offers Marxist historians material for depicting class struggle. Despite dubious scholarship, such projects have served Communist goals.

1290. Hu, Chang-tu. "Orthodoxy over Historicity: The Teaching of History in Communist China." COMPARATIVE EDUCATION REVIEW, 13 (February 1969), 2-19.

During the Cultural Revolution historical scholarship was secondary to ideological orthodoxy in history teaching.

1291. Huang, Philip C. C. "Current Research on Ming-Qing and Modern History in China." MODERN CHINA, 5, 4 (1979), 502-23.

Describes archival projects for compiling chronologies, general histories, and biographies.

1292. Hummel, Arthur William. "What Chinese Historians Are Doing in Their Own History." AMERICAN HISTORICAL REVIEW, 34, 4 (July 1929), 715-24.

Decribes writers among the "New Thought Movement" who insist on re-evaluating and re-writing cultural history. Describes Hu Shih and other Western-trained writers on historical method.

1293. Israel, John Warren. "The December 9 Movement: A Case Study in Chinese Communist Historiography." CHINA QUARTERLY, 23 (July-September 1965), 140-69.

Although Communist historians have attributed the origin of the December 9 (1935) movement to Communist youth, evidence proves that the movement, in protest against Japan's attempts to establish autonomous governments in Hopei and Chahar provinces, was only later endorsed by Communists. Student demonstrations were aided by Americans Edgar and Helen Snow at the U.S.-sponsored Yenching University, Peking, and spread to schools in 32 other cities.

1294. Israel, John Warren. "The December 9th Movement: A Case Study in Chinese Communist Historiography." HISTORY IN COMMUNIST CHINA. Edited by Albert Feuerwerker. Cambridge, MA: MIT Press, 1968, pp. 247-76.

Contends that the December 9, 1935, Peking student demonstration to protest Japanese government in Hopei and Chahar provinces was inspired not by Communists but by faculty (including Edgar Snow) and students at Yenching University, who were motivated by selfless concern for China. This argument, supported by original sources, refutes the claim that Communists led the movement.

1295. Jheong, Byung-hack. "CHOONGKOOK EUI ASĒA YEOKSA YEONKU" (Asian Historical Studies in China). DONGYANG SAHAK YONGU, 2 (1967), 24-42. In Korean.

K'ang-hsi (1654-1722) and Chien Lung (1711-99) contributed much to Chinese historiography, which declined in the nineteenth century but received impetus from such early twentieth century reformers as Li Ta-chao and Hu Shih.

1296. Kahn, Harold Lionel, and Albert Feuerwerker. "The Ideology of Scholarship: China's New Historiography." HISTORY IN COMMUNIST CHINA. Edited by Albert Feuerwerker. Cambrige, MA: MIT Press, 1968, pp. 1-13.

Conference, 1964, about historiography in Communist China. Historians from 1949 to late 1950s used a Marxist class viewpoint. As tensions with the U.S.S.R. quickened and Chinese nationalism grew, historians were expected to show what the past contributed to the Chinese people.

1297. Lee, Robert H. G. "The Study of History: Some Contemporary Chinese Views." RESEARCHES IN THE SOCIAL SCIENCES ON CHINA. Edited by John E. Lane. New York: Columbia University, East Asian Institute, 1957, pp. 18-52.

Writing of history in China between 1919 (the May 4th Movement) and 1945. Influenced by Western methods and freed from Chinese traditions, historians often became polemicists because of continuing threats to China's national survival and need for political reform.

1298. Li, Xin. "The Project on the History of the Republic of China: A Brief Introduction." MODERN CHINA, 5, 4 (1979), 531-34.

Chinese historians plan to complete by 1985 a history from the overthrow of the last dynasty through the warlord and Kuomintang periods.

1299. Li, Yu-ning. "Wu Han's View of History." COLLECTED DOCUMENTS OF THE FIRST SINO-AMERICAN CONFERENCE ON MAINLAND CHINA. Taipei: Institute of International Relations, 1971, pp. 413-26.

Wu Han, renowned historian, attacked during the 1966-67 Red Guard movement, believed that history offered political and moral lessons.

1300. Liang, Yung-jo. "SSU-MA CH'IEN CHUAN YU SHIH-CHI YEN-CHIU" (A Study of Ssu-ma Ch'ien's Life and His Records of History). SHIH-TA HSUEH-PAO, 1 (1956), 125-37. In Chinese.

Life, work, and influence of the father of Chinese historiography, Ssu-ma Ch'ien (147-?87 B.C.).

1301. Liu, Kwang-ching. "World View and Peasant Rebellion: Reflections on Post-Mao Historiography." JOURNAL OF ASIAN STUDIES, 40, 2 (1981), 295-326.

In the Maoist period historians praised peasant rebellions as revolutionary. After 1977 Chinese historians saw peasant rebellions as specifically against landlords.

1302. Lu, Yau-tung. "An Analysis of Chinese Communist Interpretation of History." CHINESE CULTURE, 6, 1 (October 1964), 47-54.

How specific historians assess Communist attempts to reinterpret historical periods: formation of Han nation, land tenure in feudal society, peasant uprisings, and early growth of Chinese capitalism. Covers direction of historical interpretation, 1954-57 and since 1957.

1303. Marchisio, Joseph. LES ÉTUDES HISTORIQUES EN CHINE POPULAIRE" (The Study of History in the People's

Republic of China). REVUE HISTORIQUE, 229, 1 (January-March 1963), 159-68. In French.

About the organization of historical research in Communist China. Institutes specialize in different aspects of history; almost all historians are connected with one of these institutes.

1304. Meisner, Maurice. "Li Ta-chao and the Chinese Communist Treatment of the Materialist Conception of History." HISTORY IN COMMUNIST CHINA. Edited by Albert Feuerwerker. Cambridge, MA: MIT Press, 1968, pp. 277-305.

The Marxian materialist concept of history, central to Communist ideology, is illustrated in the career of Li Ta-chao (1889-1927), China's first Marxist and a history professor at Peking University. He and subsequent Communist historians lacked confidence in the determining forces of history.

1305. Morrison, Esther. "A Comparison of Kuomintang and Communist Modern History Textbooks." PAPERS ON CHINA, 6 (March 1952), 3-44.

1306. Nicolescu, N. "DEZVOLTAREA STINTEI ISTORICE DIN R. P. CHINEZĂ ÎN ULTIMII ANI" (The Development of Historical Science in the Chinese People's Republic in the Last Few Years). STUDII: REVUE DE ISTORIE, 12, 3 (1959), 245-49. In Rumanian.

A summary of topics covered by the Chinese review, HISTORICAL RESEARCHES.

1307. Nohara, Shirō. "HITORI NO KINDAI SHINASHIKA" (A Modern Chinese Historian). REKISHIGAKU KENKYŪ (THE JOURNAL OF HISTORICAL STUDIES), 105 (December 1942), 1057-68. In Japanese.

Historical criticism and ideas of historian Ku Chieh-kang in the context of such contemporaries as K'ang Yu-wei and Chang Ping-lin.

1308. Perry, Elizabeth J. "Research Note: Research Conditions at Nanjing University." MODERN CHINA, 6, 3 (July 1980), 357-60.

U.S. professor at Nanjing University describes that university, its library collections, and research being done by its historians.

1309. Pritchard, Earl Hampton. "Traditional Chinese Historiography and Local Histories." THE USES OF HISTORY: ESSAYS IN INTELLECTUAL AND SOCIAL HISTORY PRESENTED TO WILLIAM J. BOSSENBROOK. Edited by Hayden V. White. Detroit: Wayne State University Press, 1968, pp. 187-219.

Characterizes the Chinese as the most historically minded people for the longest time. All historical works were systematically criticized, especially in the seventeenth and eighteenth centuries, when important works on education, religion, and agriculture were written.

1310. Sata, Shinichi. "SHINMATSU KEIMO SHISO NO SEIRITSU I" (The Birth of Chinese Enlightenment: Changing Views of World Order in the Late Ch'ing Period). KOKKA GAKKAI ZASSI, 92, 5-6 (1979), 1-58. In Japanese.

The intellectual movement, 1850-1912, can be studied as three processes: development of a new political philosophy, disintegration and reformulation of traditional Chinese ideology, and expanding and diversifying the Chinese capacity for accepting Western ideologies.

1311. Schneider, Laurence A. KU CHIEH-KANG AND CHINA'S NEW HISTORY; NATIONALISM AND THE QUEST FOR ALTERNATIVE TRADITIONS. Berkeley: University of California Press, 1971.

Twentieth century Chinese thought is illustrated in prominent historian Ku Chieh-kang, who struggled with questions of China's identity, definition of her past, disillusionment with social and political policies of the 1920s and 1930s, and the anomalous position of the liberal elite.

1312. Schneider, Laurence A. "Textual Criticism to Social Criticism: Historiography of Ku Chieh-kang." JOURNAL OF ASIAN STUDIES, 28, 4 (1969), 771-88.

Found that Ku, along with Hu Shih, in the 1920s and 1930s deplored the politicization of China's intellectual community and believed that historians should reject myth for historical fact in studying China's past.

1313. Shih, Ch'eng-chih. "A Tentative Discussion of the 'Four Histories' and the 'Cultural Revolution.'" Parts (I) and (II). CHINESE SOCIOLOGY AND ANTHROPOLOGY, 4, 3 (Spring 1972), 175-233.
From the twentieth century conflict between the significance of China's history and the Communist ideology came the Four Histories Movement: family (clan) history, village history, commune history, and industrial history. Many specialists and writers compiled these histories, but four-history activities were stopped by the Cultural Revolution.

1314. Struve, Lynn A. "Ambivalence and Action: Some Frustrated Scholars of the K'ang-hsi Period." FROM MING TO CH'ING: CONQUEST, REGION, AND CONTINUITY IN SEVENTEENTH-CENTURY CHINA. Edited by Jonathan D. Spence and John E. Wills, Jr. New Haven, CT: Yale University Press, 1979, pp. 321-65.
Examines neglected early Ch'ing writers: Wang Yuan, Wen Jui-lin, and Liu Hsien-t'ing. Finds continuities with late Ming trends in statecraft studies and in textual research among middle-level scholars who were shocked when the Ch'ing dynasty replaced the Ming dynasty.

1315. Sung, Shee. "The Study of History in Communist China." CHINESE CULTURE, 10, 4 (December 1969), 15-51.
Describes shifts in historical interpretation, specific historians' views, and key books and journal articles during 1949-55, 1956-60, and 1960-67 periods.

1316. Teng, Ssu-yü. "Chinese Historiography in the Last Fifty Years." FAR EASTERN QUARTERLY, 8, 2 (February 1949), 131-56.
Chinese historiography and trends, 1900-49, when Japan, the West, and the U.S.S.R. influenced it and two schools of thought (antiquarian and Marxist) contended.

1317. Teng, Ssu-yü. "Wang Fu-chih's Views on History and Historical Writing." JOURNAL OF ASIAN STUDIES, 28, 1 (November 1968), 111-23.

Wang (1619-92), one of three leading scholars of his time, contributed to poetry, philosophy, and history. His materialism influenced Mao and his emphasis on ethnic Chinese greatness appealed to modern nationalism.

1318. Ticozzi, Sergio. "L'INTERPRETAZIONE UFFICIALE DELLA RIVOLUZIONE DEL 1911 NELLA REPUBBLICA POPOLARE CINESE" (The Official Interpretation of the 1911 Revolution in the People's Republic of China). MONDO CINESE, 9, 3 (1981), 11-19. In Italian.

Describes attempts by Chinese scholars to interpret the 1911 Revolution.

1319. Twitchett, Denis Crispin. "A Critique of Some Recent Studies of Modern Chinese Social-Economic History." TRANSACTIONS OF THE INTERNATIONAL CONFERENCE OF ORIENTALISTS IN JAPAN. Vol. 10. Tokyo: Tōhō Gakkai, 1965, pp. 28-41.

Criticizes Chang Ch'ung-li for saying that scholar-officeholders were part of the gentry. Instead, they were independent of the gentry and independent of class.

1320. U, Pao-kang. "ISTORIKO ARKHIVNYI FAKUL'TET NARODNOGO UNIVERSITETA KITAIA" (The Historical and Archival Faculty at the People's University of China). ISTORICHESKII ARKHIV, 6 (1959), 108-12. In Russian.

Development of the historical faculty (founded in 1955) at People's University to train specialists in history. Their task was to apply Marxism-Leninism at various archives throughout China.

1321. Uhalley, Stephen, Jr. "The 'Four Histories' Movement: A Revolution in Writing China's Past." CURRENT SCENE: DEVELOPMENTS IN MAINLAND CHINA, 4, 2 (January 15, 1966), 1-10.

Communist control of history writing has demanded mass participation in the "four histories" movement. Worker-peasant autobiographies are encouraged, and professional, party-approved historians lead writing projects.

1322. Viatkin, Rudolf Vsevolodovich. "ISTORICHESKAIA NAUKA KNR NA SOVREMENNOM ETAPE" (Historical Science in the People's Republic of China at the Present Stage). VOPROSY ISTORII, 2 (1979), 67-83. In Russian.

Condemns historians' attacks on old cadres, the intelligentsia, and Soviet policy. Welcomes the fall of the Gang of Four but criticizes historians' treatment of external relations and national minorities.

1323. Viatkin, Rudolf Vsevolodovich, and Nataliia Pavlovna Svistunova, eds. ISTORICHESKAIA NAUKA V KNR (HISTORIOGRAPHY IN THE PEOPLE'S REPUBLIC OF CHINA). Revised ed. Moscow: Nauka, 1981. In Russian.

1324. Viatkin, Rudolf Vsevolodovich, and Sergei Leonidovich Tikhvinskii. "Some Problems of Historical Scholarship in the Chinese People's Republic." SOVIET STUDIES IN HISTORY, 2, 4 (Spring 1964), 44-60.

Soviet historians, writing soon after the China-U.S.S.R. break, criticize China's "mistaken political course" and Chinese historians for "idealization of the Chinese past and a continuous disparagement of the history of other peoples."

1325. Viatkin, Rudolf Vsevolodovich, and Sergei Leonidovich Tikhvinskii. "Some Questions of Historical Science in the Chinese People's Republic." HISTORY IN COMMUNIST CHINA. Edited by Albert Feuerwerker. Cambridge, MA: MIT Press, 1968, pp. 331-55.

Soviet historians criticize Chinese historiography for abandoning Marxist-Leninist principles after China broke with the U.S.S.R. One cause is that most Chinese historians were trained in "old" China or in capitalist countries. Their theme is ethnocentric and their motive is to isolate themselves from the Soviet people.

1326. Wakeman, Frederic Evans, Jr. "Report from China: Historiography in China after 'Smashing the Gang of Four.'"

CHINA QUARTERLY, 76 (December 1978), 891-911.
Delegation of the U.S. Committee on Scholarly Communication with the People's Republic of China visited leading historians at the Institute of History of Peking University, Futan University, Shanghai Museums, and Nanking University. China's scholars were experiencing less restraint within the limits of conventional Chinese Marxist historiography.

1327. Wang, Gungwu. "The Inside and Outside of Chinese History. A Perspective on China's Relations With the World." ROUND TABLE, 247 (1972), 283-95.
China's view of history for many centuries kept it culture-bound. Marxist universalism's influence since 1949 has put China's history into a radically different perspective.

1328. Wang, Gungwu. "The Origins of Civilization: An Essay on Chinese Scholarship in Transition." ASIAN THOUGHT AND SOCIETY, 1, 3 (1976), 247-57.
Examines the origins of civilization according to nationalist Chinese historians influenced by evolutionary theories during the early twentieth century.

1329. Wang, Yu-chun. "CHUNG YANG YEN CHIU YUAN CHIN TAI SHIH YEN CHIU SO CHING CHI TANG AN CHIH CHUNG YAO NEI HAN CHI CH'I P'ING CHIA" (An Evaluation of the Economic Archives at the Institute of Modern History, Academia Sinica). BULLETIN OF THE INSTITUTE OF MODERN HISTORY. ACADEMIA SINICA, 9 (1980), 467-504. In Chinese.
Research material on modern Chinese economic and social history in the Institute Library, Taiwan, includes 1,734,340 documents from the Ministry of Economics, 1901-49.

1330. Watson, Burton. SSU-MA CH'IEN: GRAND HISTORIAN OF CHINA. New York: Columbia University Press, 1957.
Beginnings of Chinese historiography are shown in the life of Ssu-ma Ch'ien (born 145 B.C.), grand historian to the court, who determined to write a history of China from earliest times.

1331. Wei, Ying-pang. "LES HISTORIENS CHINOIS SOUS LA DYNASTIE TS'ING (1644-1911): LEURS OEUVRES ET LEURS MÉTHODES" (Chinese Historians in the Ch'ing Period, 1644-1911: Their Works and Their Methods). SINOLOGICA, 1, 4 (1948), 292-315. In French.

1332. Wilhelm, Hellmut. "The Reappraisal of Neo-Confucianism." HISTORY IN COMMUNIST CHINA. Edited by Albert Feuerwerker. Cambridge, MA: MIT Press, 1968, pp. 140-57.

To reassess Chinese intellectual history in Marxian terms has been especially formidable for Communist historians, some of whom have dared to try to retain traditional values.

1333. Wright, Arthur Frederick. "Historiography, Part 3, Chinese Historiography." INTERNATIONAL ENCYCLOPEDIA OF THE SOCIAL SCIENCES. Vol. 6. Edited by David L. Sills. New York: Macmillan, 1968, pp. 400-07.

How records were kept and history written from earliest times, private and court historians and their histories, modernization of historiography during 1860-1905, after exams abolished in 1905, at universities during Nationalist period (1927-49), and since 1949.

1334. Wright, Arthur Frederick, and John Whitney Hall. "Chinese and Japanese Historiography: Some Trends, 1961-1966." ANNALS OF THE AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCES, 371 (May 1967), 178-93.

Assesses the state of historical studies about China (in China, Taiwan, Japan, Europe, and the U.S.).

1335. Wright, Mary Clabaugh. "China Reassesses Its Past: Historical Writing in the People's Republic." VENTURES, 5, 1 (Winter 1965), 24-30.

Yale historian challenges Westerners to examine post-1949 Chinese historical research; praises Chinese historians' attention to archaeology, peasant wars, ordinary life, and neo-Confucianism; and concludes that they want to preserve the "valuable" parts of China's cultural heritage.

1336. Wu, Wei-jo. "CHANG T'AI-YEN CHIH MIN-TSU-CHU-I-SHIH-HSUEH" (The Nationalist Characteristics of Chang T'ai-yen's Historiography). TA-LU TSA-CHIH, 13, 6 (1956), 5-8. In Chinese.

Writings of great historian Chang (Ping-lin) T'ai-yen (1868-1936) on Chinese language and literature, which was based mainly on nationalism.

1337. Yamada, Tatsuo. "Li Zhi (1527-1602) in Contemporary Chinese Historiography: New Light on His Life and Works." CHINESE STUDIES IN HISTORY, 13, 1-2 (1979-80), 3-207.

Entire issue on the life and thought of Li Zhi (Li Chih), anti-Confucian philosopher, and the twentieth century historiography surrounding him.

1338. Yampolsky, Philip B. "Modern Chinese Historiography." THE DEVELOPMENT OF HISTORIOGRAPHY. Edited by Matthew A. Fitzsimmons, et al. Harrisburg, PA: Stackpole, 1954, pp. 391-439.

Development of historical method in China, where history has been regarded as one of four major divisions of literature. After 1900, Western historiographical methods and concepts were adopted, causing an almost complete revision of the field.

1339. Yu, Ping-kuen. "A Note on Historical Periodicals of Twentieth-Century China." JOURNAL OF ASIAN STUDIES, 23, 4 (1964), 581-90.

After 1900, as Western education spread, the first historical periodicals were founded. The most prolific period was 1928-37. During 1938-49, fewer journals appeared. Since 1950 historical journals and research have been controlled.

Chapter 25

HISTORY OF CHINESE EDUCATION AND CULTURE

1340. Abe, Hiroshi. "SHIMMATSU GAKUDŌ KŌ, CHOKUREI-SHŌ O CHŪSHIN TO SHITE" (A Study of Modern School in the Late Ch'ing). BUNKA RONSHŪ, 1 (1966), 1-44. In Japanese.

Analyzes the numbers, geographical distribution, enrollment, finances, and administration of modern schools opened in the late Ch'ing period.

1341. Abe, Hiroshi. "SHIMMATSU NO KINDAI GAKKŌ, KŌSEI-SHŌ O CHŪSHIN NI" (Modern Schools in Late Ch'ing Times, Mainly in Kiangsi Province). REKISHI HYŌRON, 173 (January 1965), 47-60; 175 (March 1965), 56-66. In Japanese.

A 1906 study of modern schools in Kiangsi Province found that teachers, curriculum, and facilities were inadequate.

1342. Abe, Munemitsu. "KINDAIKA CHŪ-GOKU NO KYŌIKU-SEISAKU" (The Educational Policy of Modern China). REKISHI KYŌIKU, 13, 12 (1965), 13-19. In Japanese.

Educational policy, 1840-1911: barriers to and steps toward modernization, foreign educational efforts, and Chinese studying abroad.

1343. Ai, Gong Wei. "Government Policy of Accommodation and Decline in Students' Morale During Southern Sung China 1127-1279." CHINESE CULTURE, 18, 2 (June 1977), 49-69.

Study of official efforts during 150 years to win favor among students, a potent political force. In the thirteenth century students were suppressed by Chia Ssu-tao.

1344. Araki, Toshikazu. "CHOKUSHŌ KYŌGAKU NO SEI O TSŪJITE MITARU YŌSEI CHIKA NO BUNKYŌ SEISAKU" (Emperor Yung-cheng's Educational Reform). TŌYŌSHI KENKYŪ, 16, 4 (March 1958), 416-40. In Japanese.

Emperor Yung-cheng made educational changes: gave teaching jobs to CHU-JEN degreeholders who had failed metropolitan examinations and government subsidies to academies founded in all provinces.

1345. Araki, Toshikazu. "YŌSEI JIDAI NI OKERU GAKUSHINSEI NO KAIKAKU, SHU TO SHITE SONO NIN'YŌHŌ O CHŪSHIN TO SHITE" (Government School Inspectors in the Yung-cheng Period). TŌYŌSHI KENKYŪ, 18, 3 (December 1959), 267-83. In Japanese.

Emperor Yung-cheng's 1727 school inspectorate reforms: appointing Hanlin Academy scholars to be inspectors and introducing a new examination for Hanlin academicians given by the emperor himself.

1346. Araki, Toshikazu. "YŌSEI NI-NEN NO HIKŌ JIKEN TO DEN BUN-KYŌ" (T'ien Wen-ching and Boycott for State Examination). TŌYŌSHI KENKYŪ, 15, 4 (March 1957), 464-83. In Japanese.

Lower-level scholars in Honan, 1724, boycotted a state examination to protest an order that required them to do physical labor (repairing Yellow River dikes).

1347. Arnold, Julean H. "Educational Activity in Foochow, China." U.S. Bureau of Education. REPORT OF THE COMMISSIONER FOR THE YEAR 1907. Vol. 1. Washington, DC: Government Printing Office, 1908, pp. 191-220.

Reviews the history of education, examination system, missionary schooling in Foochow, government and quasi-government schools. Concludes that military instruction and spirit is the most striking feature of education.

1348. Barendsen, Robert D. "Education in China: A Survey." PROBLEMS OF COMMUNISM, 13, 4 (July-August 1964), 19-27.
Reviews education policies, 1949-64, burdened by "red versus expert" tensions.

1349. Bashford, James W. CHINA: AN INTERPRETATION. New York: Abingdon Press, 1916.
Chapter IV on Educational Life in China contains brief historical survey.

1350. Bastid, Marianne. ASPECTS DE LA RÉFORME DE L'ENSEIGNEMENT EN CHINE AU DÉBUT DU 20E SIÈCLE. (ASPECTS OF EDUCATIONAL REFORM IN CHINA AT THE BEGINNING OF THE TWENTIETH CENTURY). The Hague: Mouton, 1971. In French.
Published University of Paris doctoral dissertation.

1351. Bastid, Marianne. EDUCATION IN CHINA: TRADITION AND REVOLUTION. Geneva, Switzerland: Asian Documentation and Research Center, Graduate Institute of International Studies, 1973.
Compares and contrasts post-1949 education with education in the Imperial and Republican periods and in Communist-occupied areas in the 1930s and 40s.

1352. Bazin, Antoine Pierre Louis. "MÉMOIRE SUR L'ORGANISATION INTÉRIEURE DES ÉCOLES CHINOISES" (Report on the Internal Organization of Chinese Schools). JOURNAL ASIATIQUE, 3, 8 (January 1839), 32-80. In French.

1353. Bernstein, Thomas P. "Some Observations on Continuity and Change in Chinese Education." ISSUES AND STUDIES, 15, 9 (1979), 51-62.
Compares and contrasts trends and conditions of the various educational systems, 1912-79.

1354. Biggerstaff, Knight. THE EARLIEST MODERN GOVERNMENT SCHOOLS IN CHINA. Ithaca, NY: Cornell University Press, 1961.

Government efforts to modernize education before 1894. Three important schools: the T'UNG-WEN KÜAN (headed by American William A.P. Martin), education and training at the Kiangnan Arsenal, and the Foochow Navy Yard School. See entry 1517.

1355. Biggerstaff, Knight. "Modernization—and Early Modern China." JOURNAL OF ASIAN STUDIES, 25, 4 (1966), 607-19.

Despite drastic changes in schools, government, and international relations, China made uneven and limited movement toward becoming a modern society before 1919.

1356. Biot, Edouard Constant. "SITUATION DE L'INSTRUCTION PUBLIQUE ET RÈGLEMENT DES CONCOURS SOUS LA DYNASTIE ACTUELLE DES MANDCHOUS" (The Place of Public Education and Regulations for Competitive Examinations Under the Present Ch'ing Dynasty). ESSAI SUR L'HISTOIRE DE L'INSTRUCTION PUBLIQUE EN CHINE, ET DE LA CORPORATION DES LETTRÉS, DEPUIS LES ANCIENS TEMPS JUSQU'À NOS JOURS (AN ESSAY ON THE HISTORY OF PUBLIC EDUCATION IN CHINA AND THE LITERATI FROM ANCIENT TIMES TO THE PRESENT). Paris: Benjamin Duprat, 1847, pp. 491-550. In French.

1357. Borowitz, Albert Ira. "Chiang Monlin: Theory and Practice of Chinese Education, 1917-1930." PAPERS ON CHINA, 8 (February 1954), 107-35.

Chiang Monlin (1886-1964), mission educated, studied at the University of California (1908-12), was influenced by John Dewey at Columbia University (1912-17), was progressive education journal editor, welcomed Dewey's 1919 visit, and was Minister of Education (1928-30).

1358. Borthwick, Sally. EDUCATION AND SOCIAL CHANGE IN CHINA: THE BEGINNINGS OF THE MODERN ERA. Stanford, CA: Hoover Institution Press, 1983.

Traditional nineteenth century schools, attempts by reformers and missionaries at alternate school models, dissolution of traditional civil service exams in 1905, and the social and political changes leading to modern schools after the Revolution of 1911. Debate continues over the place of foreign models and local needs in training the talented and in transforming people.

1359. Borthwick, Sally. "Knowledge and Education (18th and 19th Centuries)." THE MODERNIZATION OF CHINA. Edited by Gilbert Rozman. New York: Free Press, 1981, pp. 183-202.

Basic literacy among males, eighteenth and nineteenth centuries, was an estimated 30-45 percent. The conservatism of education rested not so much on the study of classics as on the strong link between level of education, status, and power. Thus, Western knowledge offered no advantages nor opportunities for social mobility.

1360. Borthwick, Sally, and Thomas P. Bernstein. "Knowledge and Education (20th Century)." THE MODERNIZATION OF CHINA. Edited by Gilbert Rozman. New York: Free Press, 1981, pp. 401-42.

Twentieth century threat of foreign takeover hastened an education revolution in China, where the educated were expected to save the nation. The urban-rural gap widened because the weak education system was foreign oriented, elitist, and out of step with social realities. Nationalist education gave the Communists a base on which to build after 1949. Neglect of rural education heightened tensions that exploded during the Cultural Revolution. Since 1976 elitism has been restored.

1361. Bryan, Derek. "China, Education in." ENCYCLOPEDIA OF EDUCATION. Edited by Edward Blishen. New York: Philosophical Library, 1970, pp. 114-16.

Brief, interpretive history of Chinese education up to the Cultural Revolution.

1362. Ch'en, I-lin. TSUI-CHIN SAN-SHIH-NIEN CHUNG-KUO CHIAO-YÜ SHIH (HISTORY OF CHINESE EDUCATION IN THE LAST THIRTY YEARS). Shanghai: T'AI-P'ING-YANG SHU-TIEN, 1930. In Chinese.

Survey of education from the beginnings to 1902, 1902-11, and 1911-30.

1363. Chen, Theodore H.E. "China: Education." ENCYCLOPEDIA AMERICANA. International Edition. Vol. 6. Danbury, CT: Grolier, 1984, pp. 504-08.

Since earliest times education has been considered a major function of government. Common written language, literature, and cultural heritage have unified the people. A national university, established in 125 B.C., by the second century A.D. enrolled 30,000 students. Late nineteenth century China slowly reacted to Western education by experimenting with reforms. The twentieth century brought wave after wave of revolution. Since 1949 the Communists have greatly expanded educational opportunity, always requiring that schools serve proletarian politics.

1364. Chen, Theodore H.E. CHINESE EDUCATION SINCE 1949: ACADEMIC AND REVOLUTIONARY MODELS. New York: Pergamon, 1981.

Education has swung between revolution and development. The task in the 1950s was to produce new outlooks and loyalties. Soviet influence was great until the 1960 break. In 1960-64 academic education gained the upper hand. Revolutionaries overturned such schooling during the Cultural Revolution. After Mao's death in 1976 academic standards suitable for China's economic development were restored. The Maoist revolutionary model evolved during 1966-76, when book study was minimized and the authority of teachers deflated. Shows post-Mao frustration over China's needs in science and technology and the ignorance caused by the ten-year revolutionary hiatus in education.

1365. Chen, Theodore H.E. "Education in China, 1927-1937." THE STRENUOUS DECADE: CHINA'S NATION-BUILDING EFFORTS, 1927-1937. Edited by Paul K.T. Sih. New York: St. John's University Press, 1970, pp. 289-314.

The Kuomintang's rise in 1927 resulted from nationalism among China's students and intellectuals, themselves products of modern education. The Kuomintang had two educational objectives: to build a national school system and to end control of education by foreigners, mainly missionaries, seen as tools of cultural imperialism. Major accomplishments included unification of the spoken language, popularization of vernacular writing, central planning under an Education Ministry, and emphasis on practical science and math. But youth unrest clouded progress.

1366. Chen, Theodore H.E. "International Aspects of Education in Communist China." PHI DELTA KAPPAN, 51, 5 (January 1970), 251-55.

Modern Chinese education has been continuously molded by foreign influences. China has studied Western education more intensely than the West has studied China or any other part of Asia. International education suffered a severe setback because of the Cultural Revolution.

1367. Chen, Theodore H.E. "The Maoist Model of Education: Theory in Practice." ASIAN AFFAIRS, 4, 1 (September-October 1976), 41-61.

Traces educational problems from 1911. Explores educational objectives, standards, curricula, administration, organization, and the socioeconomic and political repercussions of the Maoist model.

1368. Chen, Theodore H.E. et al. "History of Education." THE NEW ENCYCLOPEDIA BRITANNICA. Macropaedia Vol. 6. Chicago: Encyclopedia Britannica, 1983, pp. 320-22, 340-42, 387-90, 426-27.

Covers ancient China, T'ang dynasty (A.D. 618-907), Mongol period (1279-1368), and from Confucianism to Communism (including nineteenth and twentieth centuries).

1369. Ch'eng, Ch'i-pao. "Twenty-Five Years of Modern Education in China." CHINESE SOCIAL AND POLITICAL SCIENCE REVIEW, 12, 3 (July 1928), 451-70.

Reviews scanty nineteenth century attempts at technical education; Peking's various plans for popular education, 1900-25; and the Nationalist education program.

1370. Cheng, James Chester. "The Educational System in Modern and Contemporary China." CONTEMPORARY CHINA, 3 (1959), 181-99.
Outlines education as planned and carried out, kindergarten through research institute, under late Ch'ing, early Republic, Nationalist, and Communist governments.

1371. Chiang, Meng-lin (or Chiang, Monlin). KUO-TU SHIH-TAI CHIH SSU-HSIANG YÜ CHIAO-YÜ (THOUGHT AND EDUCATION IN AN AGE OF TRANSITION). Shanghai: Commercial Press, 1933. In Chinese.
Articles and speeches by National Peking University scholar reflected intellectual trends after the May 4th, 1919, movement. He urged an educational policy that would develop "liberated" individuals.

1372. "Child Welfare in China." THE INTERNATIONAL CHILD REVIEW, 12 (September-October 1931), 215-17.
Describes the work of the National Child Welfare Association, organized in April 1928.

1373. Chu, Ching-nun. "Education." SYMPOSIUM ON CHINESE CULTURE. Edited by Sophia H. Chen Zen. Shanghai: China Institute of Pacific Relations, 1931, pp. 206-23.
Educational reform, 1904 to the Revolution of 1911, 1911 to National Government in 1927, and under the National Government.

1374. Ch'u, S.Y. "China, Part I: Education and Its Traditions." THE YEAR BOOK OF EDUCATION 1949. Edited by G.B. Jeffery et al. London: Evans Brothers, 1949, pp. 599-609.
Includes first Chinese school for the study of Western languages, 1862; and first modern school system, 1902; missionary schools; higher education; and rural education.

1375. Chu, Samuel C. "The New Life Movement, 1934-1937." RESEARCHES IN THE SOCIAL SCIENCES ON CHINA. Edited by John E. Lane. New York: Columbia University East Asian Institute, 1957, pp. 3-17

In face of Japanese aggression, the Kuomintang government attempted to teach everyone the same moral virtues and civic concerns as were in the elementary school curriculum.

1376. Chu, Valentin. TA TA, TAN TAN "FIGHT, FIGHT, TALK, TALK . . ." THE INSIDE STORY OF COMMUNIST CHINA. New York: W.W. Norton, 1963.

"Literature of the Illiterates" chapter surveys educational and other cultural developments from the May 4th Movement onwards against the background of China's ancient arts, especially its poetry.

1377. Chu, Yu-kuang. "The Warps and Woofs of Chinese Civilization." SOCIAL EDUCATION, 33, 7 (1969), 804-11.

Compares Chinese culture and politics since 1949 with imperial China between 1027 B.C. and 1850.

1378. Chūgoku, Kenkyūjo, ed. CHŪGOKU NO GENDAI BUNKA (THE CONTEMPORARY CULTURE OF CHINA). Japan: Hakujitsu Shoin, 1948. In Japanese.

Essays on "The Characteristics of the Contemporary Culture," "On the Intellectuals of the New China," "The Student Movement," "The National Language Question," "Literature," "The Theater," "Motion Pictures," "The Art of the Woodcut," "Journalism," "The Natural Sciences," "Sinology and America," and "The International Character of the Study of Chinese Culture."

1379. Chung, A.L.Y. "The Hanlin Academy in the Early Ch'ing Period (1644-1795)." JOURNAL OF THE HONG KONG BRANCH OF THE ROYAL ASIATIC SOCIETY, 6 (1966), 100-19.

1380. Chung, Lu-chai. A HISTORY OF DEMOCRATIC EDUCATION IN MODERN CHINA. Shanghai: Commercial Press, 1934.

Survey by a professor of education at the University of Amoy.

1381. Chyu, Li-ho. "CHIN PAI NIEN CHUNG KUO MIN TSU CHING SHÊN CHIAO YÜ SSÜ CH'AO (A Study of Modern Chinese Thought on the Education in the National Spirit). SHIH-TA HSÜEH-PAO (BULLETIN OF THE NATIONAL TAIWAN NORMAL UNIVERSITY), 19 (1974), 61-80. In Chinese.

Defines national spirit education as instilling in Chinese youth a racial consciousness and national pride, familiarizing them with the history of their civilization, and arousing national confidence and responsibility.

1382. Claugherty, Francis Xavier. "The Development of Education in China." BULLETIN OF THE CATHOLIC UNIVERSITY OF PEKING, 3 (1927), 41-60.

Reviews educational history, describes the 1923 school system (school ladder, curriculum), and concludes that the Catholic University of Peking can help meet China's educational needs.

1383. Cohen, Paul A., and John E. Schrecker, eds. REFORM IN NINETEENTH-CENTURY CHINA. Cambridge, MA: East Asian Research Center, Harvard University, 1976.

Nineteenth century reforms (particularly 1850-1900); many assert that the impulse to change was part of a longstanding reformist tradition and owed little or nothing to the West.

1384. Cranmer-Byng, John L. "The Chinese Attitude Towards External Relations." INTERNATIONAL JOURNAL, 21, 1 (Winter 1965-66), 57-77.

As in 1793 when the first British envoy arrived, China sees herself as the standard bearer to which other nations should conform in order to become "civilized," although attitude and motives are more flexible.

1385. De Crespigny, Rafe. "The Recruitment System of the Imperial Bureaucracy of Later Han." CHUNG CHI JOURNAL, 6, 1 (November 1966), 67-78.

In Later Han dynasty (25 A.D.-220 A.D.) the bureaucracy was not chosen because of their Confucian education or success on examinations. Instead, virtuous conduct was the prime criterion. In the Chinese empire, the great landed families, though challenged by the literate, held real power.

1386. Djung, Lu-dzai. A HISTORY OF DEMOCRATIC EDUCATION IN MODERN CHINA. Shanghai: Commercial Press, 1934.

Revision of "Democratic Tendencies in the Development of Modern Education in China," doctoral dissertation in Education, Stanford University, 1930.

1387. Ebrey, Patricia Buckley, ed. CHINESE CIVILIZATION AND SOCIETY: A SOURCEBOOK. New York: Free Press, 1981.

Documents dealing with education include: "Rules for Visiting," pp. 27-29, etiquette for upper class educated men, Chou period; Wang Fu (100-50 A.D.), "Social Relations," pp. 30-32, advocating that poor but powerless scholars should be recognized for available office; Ho Hung (283-343), pp. 47-52, on classics he read to become a scholar and military leader; Examination System," pp. 58-61, late T'ang dynasty humorous anecdotes about efforts to pass civil service exams; Ch'eng Tuan-li (d. 1345), Neo-Confucian treatise on education; Yü Tzu-i on introducing modern subjects in small rural school near Shanghai, 1907-08, pp. 254-58; how Red Guard units were formed from student groups, 1966-69, pp. 392-99; and many similar entries.

1388. Elman, Benjamin. "CH'ING-TAI TI HSÜEH-P'AI" (Ch'ing Dynasty 'Schools' of Scholarship). CH'ING-SHIH WEN-T'I (PROBLEMS IN THE HISTORY OF THE CH'ING DYNASTY), 4, 6 (1981), 1-44. In Chinese.

Most schools of thought among Ch'ing dynasty scholars were either outgrowths of or reactions against the evidential research (K'AO-CHENG) school which first appeared in the lower Yangtze area.

1389. Evans, Nancy Jane Frances. "The Banner-School Background of the Canton T'UNG-WEN KÜAN [Interpreters College]." PAPERS ON CHINA, 22A (May 1969), 89-103.

Foreign language schools (T'UNG-WEN KÜAN, Peking, Canton, 1862) were established to train diplomats to deal with the West. They were modeled on banner schools (1644) connected with the Imperial Academy of Learning to help the foreign Manchu rule the Chinese (banner school graduates knew and bridged Manchu and Chinese languages and cultures). Banner schools were based on Chinese banner forces organized about 1615 as companies of soldiers under various colored banners to help control the Chinese people.

1390. Fairbank, John King. "The People's Middle Kingdom." FOREIGN AFFAIRS, 44, 4 (July 1966), 574-86.
In the nineteenth century, political action was through the written word as used by the traditional Confucian bureaucracy. With rising nationalism and the overthrow of the monarchy, party dictatorship (Kuomintang, Communist) replaced dynastic rule. In education, science replaced the classics. China has continued to subordinate the individual and to ignore the rule of law, not because of Marxism, but as an extension of its own history.

1391. Fairbank, John King, ed. THE CAMBRIDGE HISTORY OF CHINA. VOL. 10. LATE CH'ING, 1800-1911, PART 1. New York: Cambridge University Press, 1978.
China had a modern-style elite and centralized bureaucracy before the West did. Western science and technology, which China lacked, provoked great change from the nineteenth century onward and is today what most interests China in the West.

1392. Fan, Keh Li. "L'ÉDUCATION EN CHINE" (Education in China). ÉTUDES, 339, 7 (1973), 61-72. In French.
Ancient and modern history of education, covering the dynastic era, the Sun Yat-sen period, and three stages of education in Communist China. Points to 1950-58 imitation of Soviet education. The Cultural Revolution combined school and productive labor.

1393. Fang, Pin-lin. "O KUO HSIN CHIAO YU MENG YA CHIH YEN CHIU" (A Study of Modern Chinese Education in Its Initial Stages). SHIH TA HSÜEH-PAO (BULLETIN OF NATIONAL TAIWAN NORMAL UNIVERSITY), 13 (1968), 1-65. In Chinese.

Contends that China's first efforts in modern education (1862-94) failed because they were unsystematic and could not resolve the conflict between old and new.

1394. Fass, Josef, and Z. Stupski. "New Materials on Chinese Political and Cultural History During the Last Years of the Ch'ing Dynasty." ARCHIV ORIENTALNI, 30, 3 (1962), 654-59.

Describes historical and literary works, scholars, and journals dealing with late Ch'ing dynasty.

1395. Fawdry, Marguerite. CHINESE CHILDHOOD. New York: Barron's, 1977.

Toy Museum director, London, presents an eighteenth century Chinese scroll depicting children's games, puzzles, puppets, candy, dolls, embroidery, toys, dragons, and other artifacts of childhood. Includes some photos of contemporary children and modern toys.

1396. Fitzgerald, Charles Patrick. THE HORIZON HISTORY OF CHINA. New York: American Heritage Publishing Co., 1969.

Includes a description of "The Scholar's World" in traditional China, with illustrations from Chinese art.

1397. Franke, Wolfgang. ANPASSUNGSPROBLEME IM CHINESISCHEN ERZIEHUNGSWESEN DES 19. UND FRUHEN 20. JAHRHUNDERTS" (Problems of Adaptation in the Chinese Educational System in the 19th and Early 20th Centuries). SAECULUM, 19, 1 (1968), 67-73. In German.

Because traditionalists in late nineteenth and early twentieth century China denied civil service careers and other opportunities to those with Western education, they often became revolutionaries. Not until the May 4th Movement in 1919 did China begin a true cultural revolution.

1398. Franz-Willing, Georg. "DIE IDEOLOGIE DER TAIPING" (The Ideology of the Taiping). ZEITSCHRIFT FÜR RELIGIONS- UND GEISTESGESCHICHTE, 24, 4 (1972), 316-36. In German.

The nineteenth century Taiping Rebellion hastened the end of traditional China; it stamped Confucianism as a doctrine of a ruling class and thus paved the way for Sun Yat-sen and Mao Tse-tung.

1399. Gage, Brownell. "Government Schools in Hunan." CHINESE RECORDER, 38, 12 (December 1907), 667-74.

Some barriers to spreading modern education after the 1903 decision for government support: political unrest; shortages of money, teachers, and textbooks; and absence of graded schools.

1400. Galt, Howard Spilman. KUO TZU CHIEN [The Imperial Academy]: Its Historical Development and Present Condition. CHINESE SOCIAL AND POLITICAL SCIENCE REVIEW, 23, 4 (January-March 1940), 442-62.

1401. Galt, Howard Spilman. "Oriental and Occidental Elements in China's Modern Educational System." CHINESE SOCIAL AND POLITICAL SCIENCE REVIEW, 12, 3 (July 1928), 405-25; 12, 4 (October 1928), 627-47; 13, 1 (January 1929), 12-29.

Historic influences on China's education system: ancient classical schools, which ignored the common people; nineteenth century mission schools; rising influence of Japan, as a model and as a center for Chinese students; early twentieth century impact of U.S. educational ideas; and movement for Chinese Nationalist education.

1402. Gentzler, J. Mason, ed. CHANGING CHINA: READINGS IN THE HISTORY OF CHINA FROM THE OPIUM WAR TO THE PRESENT. New York: Praeger, 1977.

Readings on education: Li Hung-chang, 1863, in "The Need for Foreign Language Training," called for a Shanghai foreign language school similar to the one in Peking. Li, with Tseng Kuo-fan, in 1871 urged that Chinese be sent abroad to study. An 1898 editorial in CHINA AND FOREIGN NEWS attacked the traditional examination system as obstructing reform. CHINESE VERNACULAR JOURNAL, 1903, condemned scholars as useless and called for a mass literacy drive. Ts'ai

Yuan-p'ei (1867-1940), liberal chancellor of Peking National University, wrote of his childhood schooling in "Traditional Educational Methods." August 8, 1966, the Communist Party Central Committee adopted a program for the Cultural Revolution which de-emphasized educational excellence for a decade. Two readings, 1976, showed the return to academic standards.

1403. Gough, Kathleen. "Implications of Literacy in Traditional China and India." LITERACY IN TRADITIONAL SOCIETIES. Edited by John Rankin Goody. Cambridge, England: Cambridge University Press, 1968, pp. 69-84.

China, 145 B.C., had some peasants in schools. Hundreds of books were in libraries. Some universities had chairs for major subjects. Pre-modern Chinese learning peaked in the Sung period (tenth to thirteenth centuries A.D.). Printing was widespread (980 A.D.). Cursive writing was practiced by the tenth century. Chinese ideographic literacy was probably as widespread as was literacy in classical Greece. China had an historiographical tradition, an early sense of chronology, and mapmakers superior to Europeans and comparable to Arabs.

1404. Grimm, Tilemann. "Ming Education Intendants." CHINESE GOVERNMENT IN MING TIMES: SEVEN STUDIES. Edited by Charles O. Hucker. New York: Columbia University Press, 1969, pp. 129-47.

In Ming times (1368-1644), civil service examinations, used for many centuries, were arranged in orderly fashion. A special administrator called the education intendant (or commissioner) evolved. His task, to assure that government employed educated, moral men, was often more bureaucratic than intellectual.

1405. Grunfeld, A. Tom. "China: The View from English Language Journals." TRENDS IN HISTORY, 1, 1 (1979), 139-52.

Review essay of English-language periodical literature (1976-78) on Chinese religion, imperial system, education, social history, military history, economic history, and political history, seventh century A.D. to the 1970s.

1406. Guillermaz, Jacques. THE CHINESE COMMUNIST PARTY IN POWER, 1949-1976. Boulder, CO: Westview Press, 1972.

China's major problems are overpopulation, economic development, creation of a new society, and political leadership. Most far-reaching changes since Communist rule have occurred in social and educational areas: more school enrollments, technical schools, and adult education--but Cultural Revolution excesses set back learning and economic development.

1407. Haimes, Barbara. MISTY MOUNTAINS AND MOUNTAIN MOVERS: USING ART AND LITERATURE IN TEACHING ABOUT OLD AND NEW CHINA. Ann Arbor: Project on East Asia Studies in Education, University of Michigan, 1978. ERIC ED 211 399.

Designed to acquaint U.S. high school students with life and values in China through a study of Confucianism, Taoism, Chinese paintings, poetry, literature, and art.

1408. Harvey, Edwin Deeks. THE MIND OF CHINA. New Haven, CT: Yale University Press, 1933.

Chinese folklore and classics show how the long tradition of animism and ancestor worship influenced the mind and life of China.

1409. Hayashi, Tomoharu, ed. KINSEI CHŪGOKU KYŌIKUSHI KENKYŪ, SONO BUNKYŌ SEISAKU TO SHOMIN KYŌIKU (STUDIES OF THE HISTORY OF EDUCATION IN MODERN CHINA, EDUCATIONAL POLICY AND POPULAR EDUCATION). Japan: Kokudosha, 1958. In Japanese.

Ten studies of government education policy and some aspects of adult education and literacy in the Sui, Yuan, Ming, and Ch'ing eras include: admissions of scholars to the Imperial Academy of Learning, growth of nineteenth century "charitable schools" in Shanghai, Chinese students abroad in late Ch'ing era, and Yung Wing's career and project to send Chinese students to the U.S.

1410. Hiraoka, Takeo. "TENKATEKI SEKAIKAN TO KINDAI KOKKA" (The Universal-State or T'IEN-HSIA World View and the Modern State). TŌKŌ, 2 (November 1947), 2-23. In Japanese.

Traditional Chinese view of the world. Touches on the role of civil service examinations.

1411. Ho, Yen-sun. CHINESE EDUCATION FROM THE WESTERN VIEWPOINT. Chicago: Rand McNally, 1913.

Survey of Chinese educational history.

1412. Ho, Yu-sen. "CH'ING TAI HAN SUNG CHIH CHENG P'ING" (A Commentary on the Han and Sung Schools of Learning Controversy During the Ch'ing Dynasty). WÊN-SHIH-CHÊ HSÜEH-PAO (BULLETIN OF THE COLLEGE OF LIBERAL ARTS, NATIONAL TAIWAN UNIVERSITY), 27 (1978), 97-113. In Chinese.

Controversy, 1736-1908, about the Han and the Sung schools of learning. The Han school leaned toward morality and nominalism while the Sung school concentrated on pragmatism and concrete knowledge.

1413. Hsiao, Theodore E. THE HISTORY OF MODERN EDUCATION IN CHINA. Peking: Peking University Press, 1932.

Concise 3,000-year history of education. Concluding chapter on the student movement, the New Thought Movement, the New Literature Movement, and the Nationalist Movement.

1414. Hsü, Francis L.K. "Education: A Problem of Cultural Transition." TRANSACTIONS OF THE NEW YORK ACADEMY OF SCIENCES, 8, 2 (December 1945), 82-90.

Education in traditional China since 1842 and particularly after the 1911 Republican government.

1415. Hsü, Immanuel C.Y. THE RISE OF MODERN CHINA. 2nd ed. New York: Oxford University Press, 1975.

Political history of modern China, with discussions of traditional examinations, intellectual trends in various periods, and twentieth century revolutionary changes.

1416. Hu, Chang-tu, ed. CHINESE EDUCATION UNDER COMMUNISM. 2nd ed. New York: Teachers College Press, 1974.

Essay introduces 13 major Communist documents (1937-73) related to education, reviews over 2,000 years of Chinese history, examines philosophy and growth of Communism, and assesses the role of education in political thought.

1417. Hu, Huai-chen. SHANG-HAI TI HSÜEH-I T'UAN-T'I (ACADEMIC AND LITERARY ORGANIZATIONS OF SHANGHAI). Shanghai: Gazetteer Office of the City of Shanghai, 1935. In Chinese.

Brief histories of literary and academic organizations in Shanghai during late Ch'ing dynasty.

1418. Hu, Shi Ming. EDUCATION IN THE PEOPLE'S REPUBLIC OF CHINA (MAINLAND) FROM 1949 TO 1969. OCCASIONAL PAPER 7. Stony Brook: State University of New York, American Historical Association Education Project, 1972. ERIC ED 063 212.

Education, 1949-69, is examined for political emphases, policies, and curriculum trends.

1419. Hu, Shi Ming, and Eli Seifman, eds. TOWARD A NEW WORLD OUTLOOK: A DOCUMENTARY HISTORY OF EDUCATION IN THE PEOPLE'S REPUBLIC OF CHINA. New York: AMS Press, 1976.

Brief introductory essays about seven periods of educational development (1949-76) and documents that illustrate their distinguishing features.

1420. Hucker, Charles O., ed. CHINESE GOVERNMENT IN MING TIMES: SEVEN STUDIES. New York: Columbia University Press, 1969.

Two studies: the interrelationship of private academies with the government (see entry 1451 by John Meskill) and education intendants (see entry 1404 by Tilemann Grimm).

1421. Izushi, Yoshihiko. TŌYŌ KINSEISHI KENKYŪ (RESEARCHES IN THE MODERN HISTORY OF EAST ASIA). Japan: Taikandō, 1944. In Japanese.

Essays on adoption of Western educational ideas, 1898 reforms, Sun Yat-sen's Three Principles, and intellectual leader K'ang Yu-wei.

1422. Kang, Yu-wei. K'UNG-TZU KAI-CHIH K'AO (A STUDY OF CONFUCIUS' CHANGE OF INSTITUTIONS). Shanghai: Privately published, 1897; reprinted, Peking, 1922. In Chinese.

Key work which sparked the reform movement of 1898. Startled classical scholars, by asserting that ancient philosophers, particularly Confucius, advocated institutional change.

1423. Keenan, Barry C., and Chang-tu Hu. "History of Chinese Education." ENCYCLOPEDIA OF EDUCATION. Vol. 2. Edited by Lee C. Deighton. New York: Macmillan Co. and the Free Press, 1970, pp. 79-102.

Contents: History of Chinese Education, Traditional System, Former Han, Later Han, T'ang, Sung, Ming and Ch'ing, Schools, Modernization, Stage One, Stage Two, Communist China, Bibliography.

1424. Kennedy, Thomas L. "The Establishment of Modern Military Industry in China 1860-1868." BULLETIN OF THE INSTITUTE OF MODERN HISTORY, ACADEMIA SINICA, 4, 2 (1974), 779-823.

The need for armaments to suppress the nineteenth century Taiping Rebellion gave impetus to modernization, which in turn fostered impulses for change in politics, economy, science, and education.

1425. KIGEN NISENROPPYAKUNEN KINENKAI (Society to Commemorate the 2600th Year of the Imperial Era of the Tokyo Bunrika Daigaku and Tokyo Higher Normal School). GENDAI SHINA MANSHŪ KYŌIKU SHIRYŌ (MATERIALS ON EDUCATION IN CONTEMPORARY CHINA AND MANCHURIA). Japan: Biafūkan, 1940. In Japanese.

History of Chinese education, 1840-1937, with documents on aims of education, policies, regulations, school system, statistics, chronology, and bibliography.

1426. King, Harry Edwin. THE EDUCATIONAL SYSTEM OF CHINA AS RECENTLY RECONSTRUCTED. Bureau of Education Bulletins, 1911, 15/462. Washington, DC: Government Printing Office, 1911.

Modern education, governmental bodies overseeing schools, school ladder and curricula at all levels, and Chinese students abroad. The traditional examination system, used until 1905, caused authorities to oppose Western learning.

1427. Korner, Karl. "Education in the German Colonies Before the War." EDUCATIONAL YEARBOOK OF THE INTERNATIONAL INSTITUTE OF TEACHERS COLLEGE, COLUMBIA UNIVERSITY, 1931. Edited by I.L. Kandel. New York: Bureau of Publications, Teachers College, Columbia University, 1932, pp. 633-36.

Kinds and influence of schools in German-leased Kiaochow, Shantung Province: European-type and Chinese-type elementary and higher schools, topped by the German College in Tsingtao.

1428. Kuhn, Philip Alden. "Origins of the Taiping Vision: Cross-Cultural Dimensions of a Chinese Rebellion." COMPARATIVE STUDIES IN SOCIETY AND HISTORY, 19, 3 (July 1977), 350-66.

The Taiping Rebellion, 1851-64, which established the "Heavenly Kingdom" at Nanking, started because a frustrated student failed examinations. Its goal was to overthrow the traditional gentry and nobility and expel Christianity.

1429. Kuo, Ping-wen. CHINESE SYSTEM OF PUBLIC EDUCATION. Contributions to Education No. 64. New York: Columbia University Teachers College, 1915.

History of education from ancient times through the successive dynasties and the rising influence of the West until 1911 and the beginning of the Republic.

1430. Kusumoto, Masatsugu. "Educational Thought of the People of China (Their MENSCHENANSCHAUUNG)." THE YEAR BOOK OF EDUCATION 1957. Edited by George Z.F. Bereday and Joseph A. Lauwerys. Yonkers-on-Hudson, NY: World Book Co., 1957, pp. 113-27.

Early history of education from the ninth century B.C. (Chou dynasty), when the curriculum included moral and practical learning. In Confucian education, adopted during the Han period, moral instruction became supreme, with human beings always in unity with nature.

1431. Kwok, Irene, and Robert Sung. A MULTICULTURAL SOCIAL STUDIES SERIES. BOOK 2. ASIA. San Francisco: Chinese Bilingual Pilot Program, San Francisco Unified School District, 1978. ERIC ED 152 091.

A seventh-grade textbook about Asia includes 25 lessons on such topics as: school days in China, law in old China, Confucius, and changes in farming.

1432. Latourette, Kenneth Scott. THE CHINESE: THEIR HISTORY AND CULTURE. 3rd, revised ed. New York: Macmillan, 1951.

One of China's noteworthy achievements was the traditional education system, necessary route to civil service and the source of a unifying outlook on life. Western education, especially modern science and the scientific method, in the twentieth century supplanted old schooling.

1433. Lauwerys, Joseph A. "China." COMMUNIST EDUCATION. Edited by Edmund J. King. London: Methuen, 1963, pp. 258-83.

Insightful history of Chinese education and culture: examination system; Western mission impact; modernization attempts; Boxer indemnity fund; Communist ideology, policies, and such achievements as minority education, language reform, and adult education.

1434. Lee, William C. "Modern Educational Development in Free China Since 1898." SCHOOL AND SOCIETY, 98, 2328 (November 1970), 416-21.

Outline of major educational developments, 1898-1949, and on Taiwan after 1949. Comments on the influence of such Westerners as Columbia University professors Paul Monroe and John Dewey and British philosopher Bertrand Russell.

1435. Li, Chien-hsün. CHAN-SHIH YÜ CHAN-HOU CHIAO-YU (WARTIME AND POSTWAR EDUCATION). Chengku: Normal Research Institute, National Northwest Normal College, 1942. In Chinese.

Review of educational history, with suggested reforms.

1436. Liang, Kenneth C.K. "I CH'I CHIU LIU CHIH I CHIU I I NIEN CHIEN CHUNG KUO SHE HUI TI CHI TI SHIH CHIEN CH'I MU TI, SHOU TUAN CHI LING SHIU CHIH KUAN HSI TI FEN HSI" (Social Disturbance Leadership Patterns: The Case of 19th Century China). HSIANG KANG CHUNG WEN TA HSÜEH CHUNG KUO WEN HUA YEN CHIU SO HSÜEH PAO (JOURNAL OF THE INSTITUTE OF CHINESE STUDIES OF THE CHINESE UNIVERSITY OF HONG KONG), 8, 1 (1976), 99-108. In Chinese.

Those mass action incidents during 1796-1911 initiated by middle class non-official scholars and gentry tended to be less violent and aimed at a higher degree of change than did mass actions led by leaders of other social strata.

1437. Lin, Neng-shih. CH'ING CHI HUNAN HSIN CHÊNG YÜN TUNG TI FA JÊN (Beginnings of the Political Reform Movement in Hunan During the Late Ch'ing Period). SHIH YUAN, 2 (1971), 77-108. In Chinese.

Despite a conservative, anti-foreign tradition, Hunan was spurred toward reform by Japan's 1895 defeat of the Hunanese militia. Intellectuals convinced the gentry to support Western learning. Chiang Piao established modern schools, included science, and published a scholarly journal devoted to Western ideas.

1438. Lin, Peng. HSÜEH CHIH YEN PIEN PA SHIH NIEN" (Eighty Years of Development of the School System). BULLETIN OF THE NATIONAL TAIWAN NORMAL UNIVERSITY, 22 (1977), 1-36. In Chinese.

Traces Taiwan's education to mainland origins. Describes the curriculum offered after the ancient examination system ended. Foreign influences, 1915-19, created the division between academic and vocational education and brought electives.

1439. Lindsay, Michael Francis Morris et al. NOTES ON EDUCATIONAL PROBLEMS IN COMMUNIST CHINA, 1941-1947. New York: International Secretariat, Institute of Pacific Relations, 1950.

Communist rural teaching techniques, 1941-49.

1440. Liu, Kwang-ching. "Politics, Intellectual Outlook, and Reform: The T'UNG-WEN KÜAN Controversy of 1867." REFORM IN NINETEENTH-CENTURY CHINA. Edited by Paul A. Cohen and John E. Schrecker. Cambridge, MA: East Asian Research Center, Harvard University, 1976, pp. 87-100.

The T'UNG-WEN KÜAN, 1862, to train interpreters for Sino-Western diplomatic negotiations, was the model for similar schools in Canton and Shanghai (1864). Pressure grew for a broader curriculum including Western science and technology. The 1867 proposal that scholars completing the T'UNG-WEN KÜAN program receive official advancement was defeated by the Empress Dowager, who opposed giving status to the foreign educators who worked there (including U.S. missionary William Alexander Parsons Martin).

1441. Luh, C.W. "China's New System of Education." BULLETINS ON CHINESE EDUCATION, 2, 8 (1923), 1-17.

Between 1902-22 China had four systems of education. The fourth, begun November 1, 1922, permitted children at age 12 to enter normal, vocational, or secondary school (three years' junior and three years' senior middle school).

1442. Lui, Adam Yuen-chung. "The Education of the Manchus, China's Ruling Race (1644-1911)." JOURNAL OF ASIAN AND AFRICAN STUDIES, 6, 2 (April 1971), 126-33.

After taking power (1644), the Manchus established separate schools for Manchu officials and their families to teach them the Manchu language or Chinese classics and to prepare them for a separate civil service exam. Thus the Manchus would not become "Sinicized" and would not be excluded from government service by better qualified Confucian scholars.

1443. Lui, Adam Yuen-chung. THE HANLIN ACADEMY: TRAINING GROUND FOR THE AMBITIOUS, 1644-1850. Hamden, CT: Shoe String Press, 1981.

Reviews origins and evolution of Hanlin Academy, Peking, 1670 to 1906, an independent institution which supervised civil service examinations, published literary works, educated princes, and otherwise assisted the emperor. Political advancement was based mainly on seniority. Examines career patterns and political advancement of men who studied there for bureaucratic jobs. Includes statistical analysis of factors that aided advancement.

1444. Ly, Juwan Usang. "New and Old Education in China." CHINA JOURNAL, 32, 5 (May 1940), 174-82; 32, 6 (June 1940), 238-46.

1445. Ma, Tai-loi. "DIE ÖRTLICHE BILDUNGSBEAMTEN VON MING CHINA, 1368-1644" (The Local Education Officials of Ming China, 1368-1644). ORIENS EXTREMUS, 22, 1 (1975), 11-27. In German.

Local education officials suffered from low salary and status throughout the Ming era. As their position declined, private academies became increasingly important.

1446. Marsh, Robert. THE MANDARINS: THE CIRCULATION OF ELITES IN CHINA. New York: Free Press of Glencoe, 1961.

Effects of family position, civil service examination achievement, seniority, paths of recruitment and other factors on mobility during the Ch'ing Dynasty (1644-1911). Sociological study of the family, occupations and professions (including professional education), social stratification, and mobility.

1447. Martin, William Alexander Parsons. THE LORE OF CATHAY: OR, THE INTELLECT OF CHINA. New York: Revell, 1901. Reprinted Taipei: Ch'eng-wen, 1971.

U.S. Presbyterian missionary and educator in China, 1850-1916, was organizer and first president of TUNG WEN College (important first Western language Interpreters' College, 1868-94); president, Imperial University, Peking, 1898-1902; professor of international law, Wuchang University, 1902-05; author of the HANLIN PAPERS, 1880, 1894; A CYCLE OF CATHAY, 1896; and THE AWAKENING OF CHINA, 1907. He helped introduce Western culture into China. He writes on Chinese discoveries, philosophy, science, chemistry, poets, Confucius (compared to Plato), religion, school and family, education, civil service examinations, Imperial Academy, old university in Peking (KUO-TZU CHIEN), Chinese historiography, and international law.

1448. Martin, William Alexander Parsons. "The T'UNG-WEN (Interpreters) College." THE INTERNATIONAL RELATIONS OF THE CHINESE EMPIRE, VOL. 3, THE PERIOD OF SUBJECTION, 1894-1911. Edited by Hosea Ballou Morse. London: Longmans, Green, 1918, pp. 471-78.

The need for interpreters was a humiliation forced on the Chinese by the British Treaty of Tientsin (1858). It required Chinese to communicate with Western officials in English. To the TUNGWEN College (1862) curriculum of English, French, Russian, and German were later added Western mathematics, astronomy, physiology, and international law.

1449. Mauger, Peter. "Education Since 1949." CHINA NOW, 84 (May-June 1979), 8-13.

History of education in China under Communism. Although China's post-Mao stress on key schools, selective admissions, and academic excellence threatens a return to elitism, China urgently needs high-level scientists and experts.

1450. Meneghetti, Guido. "LE LINEE DELLA POLITICA EDUCATIVE IN CINA DAL 1949 AL 1959" (Lines of Educational Policy in China, 1949-59). MONDO CINESE, 2, 7 (1974), 9-32. In Italian.

Two phases of educational development, 1949-59: reconstruction along Communist lines; relaxation of attitudes toward intellectuals in the Hundred Flowers campaign, and Mao's essay, "On the Correct Handling of Contradictions among the People."

1451. Meskill, John Thomas. "Academies and Politics in the Ming Dynasty." CHINESE GOVERNMENT IN MING TIMES. Edited by Charles O. Hucker. New York: Columbia University Press, 1969, pp. 149-74.

Interrelationship of private schools and the government (1368-1644), especially how such schools became involved in political controversies. Many private academies, often aligned with factions, were suspect and ordered closed. This hostile relationship ended in the Ch'ing period, when academies became official or semiofficial schools.

1452. Meskill, John Thomas. ACADEMIES IN MING CHINA: A HISTORICAL ESSAY. Association for Asian Studies Monograph 39. Tucson: University of Arizona Press, 1982.

Origins, organization, and curriculum of academies, 1368-1644, as centers of Neo-Confucianism which were eventually overwhelmed by political despotism.

1453. Moehlman, Arthur H. COMPARATIVE EDUCATION SYSTEMS. Washington, DC: Center for Applied Research in Education, 1963.

Brief history of Chinese education in an overview of selected national school systems.

1454. Morimoto, Sugio. SHINCHŌ JUGAKUSHI GAISETSU (A GENERAL SURVEY OF THE HISTORY OF CONFUCIAN LEARNING IN THE CH'ING DYNASTY). Japan: Bunshodō, 1931. In Japanese.

Survey of traditional education in the Ch'ing dynasty. Arranged by schools and individuals, including Wei Yuan, K'ang Yu-wei, T'an Ssu-t'ung, Liang Ch'i-ch'ao, Tseng Kuo-fan, Hu Shih, and Ch'en Tu-hsiu.

1455. Nakae, Ushikichi. CHŪGOKU KODAI SEIJI SHISŌ (ANCIENT CHINESE POLITICAL THOUGHT). Japan: Iwanami Shoten, 1950. In Japanese.

Japanese scholar who lived in Peking has sections on Chinese feudalism, the KUNG-YANG school, and Ch'ing era scholarship.

1456. Nakamura, Jihee. "SHINDAI SANTŌ NO GAKUDEN" (The HSUEH-T'IEN of Shan-tung During Ch'ing Dynasty). KYŪSHŪ DAIGAKU, SHIEN (JOURNAL OF HISTORY), 64 (February 1955), 43-63. In Japanese.

Explains two kinds of school lands in Shantung during the Ch'ing era: land officially established during Ming times (tax exempt) and private or otherwise donated land (taxable), neither of which could be sold.

1457. Nakamura, Jihee. "SHINDAI SANTŌ NO GAKUDEN NO KOSAKU" (Tenancy System of School Lands in Shan-tung During the Ch'ing Dynasty). KYŪSHŪ DAIGAKU, SHIEN (JOURNAL OF HISTORY), 71 (December 1956), 55-77. In Japanese.

Rents tenants paid to use school land provided funds for Shantung traditional schools in the Ch'ing period.

1458. Nakamura, Jihee. "SHINDAI SANTŌ NO SHOIN TO TENTŌ" (Private Schools and Usurers in Shan-tung During the Ch'ing Dynasty). TŌHŌGAKU (EASTERN STUDIES), 11 (October 1955), 100-9. In Japanese.

Interdependence of officials, gentry, merchants, and pawnbrokers in managing Shantung's traditional local academies in the Ch'ing period.

1459. Nakamura, Jihee. "SHINDAI SANTŌ NŌSON NO GIGAKU" (Charity Schools in the Rural Villages in Shantung During the Ch'ing). TŌYŌ SHIGAKU, 15 (September 1956), 1-16; 16 (December 1956), 21-36. In Japanese.

Local government officials, to strengthen Ch'ing control of villages, opened charitable schools, which grew in the Tao-kuang era because the gentry wanted to educate commoners.

1460. Niijima, Atsuyoshi. "CHŪGOKU GENDAI KYŌIKUSHI NEMPYŌ" (A Chronological Table to Contemporary Chinese Educational History). TŌYŌ BUNKA KENKYŪJO KIYŌ (MEMOIRS OF THE INSTITUTE OF ORIENTAL CULTURE), 27 (March 1962), 263-302; 28 (March 1962), 265-96; 29 (January 1963), 177-256. In Japanese.
Chronology of educational events, 1919-58.

1461. Niijima, Atsuyoshi. "CHŪGOKU KINDAI KYŌIKUSHI NEMPYŌ (A Chronology of Events Related to Education in Modern China). TŌYŌ BUNGAKU KENKYŪ (ORIENTAL CULTURE REVIEW), 10 (March 1962), 42-63; 11 (March 1963), 158-74; 12 (March 1964), 57-67; 13 (March 1965), 66-74. In Japanese.
Chronology of education, 1899-1906, includes political events, publications, government orders, and student activities.

1462. Ōkubo, Hideko. "SHINDAI SANSEI CHIHŌ NO SHOIN TO SHAKAI" (Academies and Society in the Shansi Area in the Ch'ing Period.) YAMAZAKI SENSEI TAIKAN KINEN TŌYŌ SHIGAKU RONSHŪ (ORIENTAL STUDIES TO COMMEMORATE THE RETIREMENT OF PROFESSOR YAMAZAKI). Japan: Daian, 1967, pp. 87-102.
Salt merchants and pawnbrokers were the most generous private contributors to local academies in Shansi and part of Shensi provinces, Ch'ien-lung period.

1463. Ōkubo, Sotaro. "SHINA NI OKERU SHINKYŌIKU NI TSUITE" (On the New Education in China). TŌA JIMBUN GAKUHŌ, 1, 3 (December 1941), 714-37. In Japanese.
Survey of the education system, 1860s-1920s, stressing persistence and revival of classical tradition, gap between foreign ideas and China's economic and social realities, and the decisive influence of politics on education.

1464. Ōmura, Kōdō. "SHIMMATSU KYŌIKU SHISŌ NO KITEI NI TSUITE, CHŌ SHI-DŌ NO NASHONARIZUMU" (The Basis of Educational Thought in the Late Ch'ing Period, Nationalism of Chang Chih-tung). TŌKYŌ SHINA GAKUHŌ

(BULLETIN OF TOKYO SINOLOGICAL SOCIETY), 15 (June 1969), 55-76. In Japanese.

Educational program of Chang Chih-tung, influential in the late Ch'ing period, was based on traditional Confucianism and completely different from national thought on education after 1911.

1465. Ono, Kazuko. "SHINSHO NO SHISŌ TŌSEI O MEGUTTE" (On the Regulation of Thoughts for the Early Ch'ing). TŌYŌSHI KENKYŪ (JOURNAL OF ORIENTAL RESEARCHES), 18, 3 (December 1959), 339-63. In Japanese.

From the Shun-chih through Yung-cheng periods the Ch'ing government limited dissent by suppressing the intellectuals' literary associations and publications and by demanding orthodoxy at government-sponsored schools.

1466. Ono, Shinobu, and Akio Saitō. CHŪGOKU NO KINDAI KYŌIKU (MODERN EDUCATION IN CHINA). Japan: Kawade Shobō, 1948. In Japanese.

History of education, national language movement, movements for social education and rural reconstruction, missionary education, student movements, Communist education in "liberated" areas, and post-World War II tendencies.

1467. Orb, Richard A. "Chihli Academies and Other Schools in the Late Ch'ing: An Institutional Survey." REFORM IN NINETEENTH-CENTURY CHINA. Edited by Paul A. Cohen and John E. Schrecker. Cambridge, MA: East Asian Research Center, Harvard University, 1976, pp. 231-40.

Provincial education statistics for 1907 substantiate that Shihli province led in new schools and social reforms, a process hastened by the Boxer uprising and other events and encouraged in Chihli province by the financial support of wealthy Chinese.

1468. Ōtake, Akira. "SHIMMATSU NO KYŌIKU, YŌMU TO KYŌIKU" (The Establishment of the T'UNG-WEN KÜAN in China in 1862). ŌTANI GAKUHŌ, 48, 3 (January 1969), 33-49. In Japanese.

Conflicts with conservatives over curriculum (Western languages, mathematics) at the first modern government-sponsored schools in Peking and Canton.

1469. Ou, Tsuin-chen. "Some Facts and Ideas about Talent and Genius in Chinese History." THE YEAR BOOK OF EDUCATION, 1961. London: Evans, 1961, pp. 54-61.

Long before its national examination system for civil service, China was the first ancient country to seek out talented children to train for national service. Sections on criteria for selecting the gifted, education according to intelligence, and Confucius and Mencius on finding and using talent.

1470. Pankratov, Boris Ivanovich, ed. STRANA KHAN'; OCHERKI O KUL'TURE DREVNEGO KITAIA (THE DYNASTY OF HAN: ESSAYS ON THE CULTURE OF ANCIENT CHINA). Leningrad: Gos. izd-vo detskoi lit-ry, 1959. In Russian.

1471. Peake, Cyrus H. NATIONALISM AND EDUCATION IN MODERN CHINA. New York: Columbia University Press, 1932.

Covers 1860-1930 and the introduction of Western education. Shows reasons for educational changes and the gradual use of schools to develop national consciousness. Appendix has annotations of 47 textbooks used to develop nationalism.

1472. Pilcher, Leander W. "The New Education in China." CHINESE RECORDER, 20, 7 (July 1889), 305-10; 20, 8 (August 1889), 343-48; 20, 9 (September 1889), 403-10.

Traces Western education from 1835 (founding in Canton of the Morrison Education Society, ended 1849), through important efforts to train translators and technicians at the T'UNG-WEN College, Peking, and Kiangnan Arsenal, Shanghai. Leading missionary educators discussed are A.P. Parker, Soochow, and J.H. Judson, Hangchow.

1473. Posner, Arlene, and Arne J. De Keijzer, eds. CHINA: A RESOURCE AND CURRICULUM GUIDE. 2nd ed., revised. Chicago: University of Chicago Press, 1976.

Describes materials about Chinese civilization and culture, including education, for U.S. elementary and secondary schools and higher education: curriculum units, books, periodicals, and audiovisual materials. Essays on teaching about China. Lists resource centers on Chinese studies.

1474. Pott, Francis Lister Hawks. "China's Method of Revising Her Educational System." ANNALS OF THE AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE, 39 (January 1912), 83-96.

Reviews traditional schooling, all private, with the government holding examinations; late nineteenth century moves toward Western and Japanese education; 1905 end to government examinations; and educational reform proposals.

1475. Price, Ronald F. EDUCATION IN COMMUNIST CHINA. New York: Praeger, 1970.

Despite many twentieth century reorganizations of education, China's past has continued to shape schools. The "red versus expert" controversy is a recent version of the search for balance between ethical-political indoctrination and professional preparation to serve the state. Mao Tse-tung believed such equilibrium was possible but failed to discover how to attain it.

1476. Price, Ronald F. EDUCATION IN MODERN CHINA. 2nd ed. London: Routledge and Kegan Paul, 1979.

Study of Chinese education by a professor who taught in China 1965-67 uses early 1970s data. Includes historical background, organization and control, and a special section on teacher education.

1477. "Revolution in Education." NEW CHINA'S FIRST QUARTER CENTURY. Peking: Foreign Languages Press, 1975, pp. 51-57.

Stresses Communist China's success in extending educational opportunity through full-time and part-time programs; and the Cultural Revolution emphases on work-study, fewer years of schooling, and more ideological content.

1478. Rozman, Gilbert, ed. THE MODERNIZATION OF CHINA. New York: Free Press, 1981.

Two chapters are on knowledge and education in the eighteenth, nineteenth, and twentieth centuries. China's educational conservatism was tied to education's role in the power structure. In the twentieth century, the great external threat brought an educational revolution, Japanese and Western schools replaced classical learning, and the educated class was expected to save the nation.

1479. Saitō, Akio. CHŪGOKU GAKUSEI KAIKAKU NO SHISŌ TO GENJITSU, SHINGAI KAKUMEI ZENYA GAKUDŌ KYŌIKU NO JITTAI" (The Theory and Practice of the Educational System in Modern China). SENSHŪ JIMBUN RONSHŪ, 4 (December 1969), 1-25. In Japanese.

Contemporary student memoirs and diaries describe practices at modern schools opened in the late Ch'ing period.

1480. Saitō, Akio. "CHŪGOKU KYŌIKU NO RISŌ TO GENJITSU, GIMUKYŌIKU MONDAI WA DŌ SUIISHITE KITAKA) (Ideals and Realities of Education in China, How the Problems of Compulsory Education Have Developed). CHŪGOKU KENKYŪ (THE CHINESE RESEARCH), 16 (September 1952), 1-25. In Japanese.

Historical review of modern public education programs, late Ch'ing period to World War II, and Communist influence.

1481. Saitō, Akio, and Atsuyoshi Niijima. CHŪGOKU GENDAI KYŌIKU SHI (A HISTORY OF EDUCATION IN MODERN CHINA). Japan: Kokudosha, 1962. In Japanese.

Peasant demands for schooling were a recurring theme 1850s-1950s: Taiping and Boxer rebellions, late Ch'ing reforms, the Republic, Nanking government, Sino-Japanese War (1937-45), and Communist rise to power. Includes cadre training, language reform, and the effect of sending students to Japan and the West.

1482. Sakai, Tadao. SHINA CHISHIKI KAIKYŪ NO MINZOKUSHUGI SHISŌ (NATIONALISTIC THOUGHT AMONG THE

CHINESE INTELLIGENTSIA). Vol. 1. Japan: Toa Kenkyujo, 1941. In Japanese.
Anti-Japanese movement and educational developments up to May 4, 1919.

1483. Sasajima, Kōsuke. "CHŪGOKU GAKKO TAIIKU NO SEIDOSHI TEKI KENKYŪ" (Studies of the Institutional History of Physical Education: (1) Schools in China). CHŪGOKU KANKEI RONSETSU SHIRYO (COLLECTED ARTICLES ON CHINA), 7, 4 (1967), 127-34. In Japanese.
School laws and regulations on the history of physical education in China, late Ch'ing period to early 1960s.

1484. Sasajima, Kōsuke. KINDAI CHŪGOKU TAIIKU SUPŌTSUSHI (A HISTORY OF PHYSICAL EDUCATION AND SPORTS IN MODERN CHINA). New Series on Physical Education, Vol. 43. Japan: Shoyo Shoin, 1966. In Japanese.
History of physical education and sports, 1840s-1960s.

1485. Scharfstein, Ben-Ami. THE MIND OF CHINA. THE CULTURE, CUSTOMS, AND BELIEFS OF TRADITIONAL CHINA. New York: Basic Books, 1974.
Examines China's ancient culture: traditional Confucian life (including village schools, education of princes, and the examination system), artists, historians (including family historians and writers of diverse historical forms), cosmographers (challenged by the seventeenth-century Jesuit scientists), and philosophers (among them the fifteenth-century Neo-Confucian Wang Yang-ming, who is compared to John Dewey because both believed learning could not be intellectual alone, cut off from action).

1486. Schneider, Laurence A. "National Essence and the New Intelligentsia." THE LIMITS OF CHANGE: ESSAYS ON CONSERVATIVE ALTERNATIVES IN REPUBLICAN CHINA. Edited by Charlotte Furth. Cambridge, MA: Harvard University Press, 1976, pp. 57-89.
With abolition of the examination system and fall of the monarchy, a modern intelligentsia emerged that saw the country's "national essence" as culture detached from the

traditional organic order. To keep alive Han literary traditions, some wrote textbooks, founded academies, and opened libraries. After 1911 the conservative "national essence" movement fragmented; many of its followers opposed use of the vernacular and other literary reforms. Marxism, rising in the 1920s, also espoused folk culture, popular literature, and language. Thus the "national essence" idea lost credence in the 1920s. See entry 1562.

1487. Schurmann, Herbert Franz, and Orville Schell. THE CHINA READER. IMPERIAL CHINA: THE DECLINE OF THE LAST DYNASTY AND THE ORIGINS OF MODERN CHINA, THE 18TH AND 19TH CENTURIES. New York: Vintage, 1967.

Chinese and Western writings illustrate two centuries of changes that produced modern China. Implications for education and the relevance of intellectuals to political changes are in John K. Fairbank's "The Chinese Written Language," Wu Ching-tzu's "The Scholars," Chang Chih-tung's "Exhortation to Study," and Liang Ch'i-ch'ao's "A Review of China's Progress." Mary C. Wright's "The Modernization of China's System of Foreign Relations" shows that Chinese rather than foreign initiative accounted for the first educational reform (1862 founding, Peking, of T'UNG-WEN KÜAN to train foreign language experts).

1488. Seybolt, Peter J. "The Yenan Revolution in Mass Education." CHINA QUARTERLY, 48 (October-December 1971), 641-69.

The Communist literacy campaign begun in Shensi-Kansu-Ninghsia after the Long March was at first unsuccessful because the curriculum was irrelevant. In 1943 teachers successfully used a local problem-solving approach when they taught basic literacy and mathematics. After 1949 the government used an ineffective U.S.S.R.-inspired technique, but during the Cultural Revolution they returned to a diversified teaching approach.

1489. Seybolt, Peter J., ed. "Documents from the Kiangsi Soviet." CHINESE EDUCATION, 6, 3 (Fall 1973), 1-60.

Articles on the Kiangsi Soviet period, 1931-34, when the Communists attempted large-scale mass education under U.S.S.R. influence. Issue also continues serial publication of "Comrade Mao Tse-tung On Education Work."

1490. Sheng, Lang-hsi. CHUNG--KUO SHU-YUAN CHIH-TU (THE INSTITUTION OF THE CHINESE ACADEMY). Shanghai: 1934. In Chinese.
Academies in Sung-Ming periods (960-1644).

1491. Sheringham, Michael. "Popularisation Policies in Chinese Education from the 1950s to the 1970s." COMPARATIVE EDUCATION, 20, 1 (1984), 73-80.
Measures to popularize education, 1950-70s: literacy campaigns, "people-run" rural schools, sending youth to the countryside, and giving working class youth priority admission to higher education.

1492. SHIH-NIEN-LAI CHIH NAN-K'AI TA-HSÜEH CHING-CHI YEN-CHIU-SO (Nankai Institute of Economics), ed. NANKAI INSTITUTE OF ECONOMICS IN THE LAST TEN YEARS. Tientsin: Nankai Institute of Economics, 1937.
History of the institute which published NANKAI SOCIAL AND ECONOMIC QUARTERLY. Lists publications of Institute and its members.

1493. Shimada, Kenji. CHŪGOKU NI OKERU KINDAI SHII NO ZASETSU (THE BREAKDOWN OF MODERN THOUGHT IN CHINA). Japan: Chikuma Shobō, 1949. In Japanese.
Study of intellectual history from the Sung era, stressing the Ming period and reappraising the question of China's intellectual stagnation.

1494. Shimizu, Nobuyoshi. KINSEI CHŪGOKU SHISŌ SHI (HISTORY OF MODERN CHINESE THOUGHT). Japan: Meiji Tosho Kabushiki Kaisha, 1950. In Japanese.
Examines Chinese thought mainly in the Sung period but also in the Yuan, Ming, and Ch'ing dynasties. Brief comments on K'ang Yu-wei, Liang Ch'i ch'ao, Sun Yat-sen, Hu Shih, and Mao Tse-tung.

1495. Shu, Hsin-ch'eng. CHIN-TAI CHUNG-KUO CHIAO-YÜ SSU-HSIANG SHIH (HISTORY OF EDUCATIONAL THOUGHT IN MODERN CHINA). Shanghai: Chung-hua shu-chu, 1929. In Chinese.

Evolution and influence of 18 types of education: language, armament, Western learning, Western technology, Western government, military education, utilitarianism, aesthetic education, cosmopolitan education, vocational education, democratic education, private education, scientific education, anti-religious education, nationalistic education, citizenship training, party education, and women's education. Bibliography and indexes of men, institutions, and issues.

1496. Shu, Hsin-ch'eng. "The Recent Changes of Chinese Educational Thought." NEW CHINA FORTNIGHTLY, 1 (1933), 97-110.

Chinese education trends, 1928-32, emphasized rural and mass education as well as nationalistic education.

1497. Shu, Hsin-ch'eng, ed. CHIN-TAI CHUNG-KUO CHIAO-YÜ SHIH-LIAO (HISTORICAL MATERIALS ON MODERN CHINESE EDUCATION). 4 vols. Shanghai: Chung-hua shu-chu, 1923. In Chinese.

Covers "inauguration of the Western educational system" from the T'ung-chih reign to early Kuomintang Party education. Headings during 1898-1926: educational system, women's education, overseas education, coeducation, personnel, textbooks, student movements, Boxer funds, curriculum, and educational opinions. Includes late Ch'ing reform and abolition of the examination system.

1498. Shu, Hsin-ch'eng, ed. CHUNG-KUO HSIN-CHIAO-YÜ KAI-K'UANG (THE STATE OF NEW EDUCATION IN CHINA). Shanghai: Chung-hua shu-chu, 1928. In Chinese.

History and condition of modern education.

1499. Snow, Edgar. RED STAR OVER CHINA. 1st revised and enlarged ed. New York: Grove Press, 1968.

First Western journalist to interview Communist leaders behind Chiang Kai-shek's lines, 1936, in northwest China. Primarily political, the book tells of literacy, other educational activities, and plans to modernize curriculum and provide easy access to schooling.

1500. Sun, E-tu Zen. "Chinese Schools in a Revolutionary Century." JOURNAL OF GENERAL EDUCATION, 26, 3 (Fall 1974) 179-86.

Proposals for a new educational system based on the post-1949 political and social revolution.

1501. Sun, Yat-sen. THE THREE PRINCIPLES OF THE PEOPLE: SAN MIN CHU I, WITH TWO SUPPLEMENTARY CHAPTERS BY PRESIDENT CHIANG KAI-SHEK. Taipei: China Publishing Co., 196?.

Contains Dr. Sun's 16 lectures on nationalism, democracy, and livelihood—basis of the Nationalist (Kuomintang) program. Improving workers' education was necessary for a better life.

1502. Sung, Wook Shin. "Reform Through Study Societies in the Late Ch'ing Period, 1895-1900: The NAN HSÜEH-HUI." REFORM IN NINETEENTH-CENTURY CHINA. Edited by Paul A. Cohen and John E. Schrecker. Cambridge, MA: East Asian Research Center, Harvard University, 1976, pp. 310-16.

NAN HSÜEH-HUI, experimental, reform-type of local government unconnected to the central government, used study societies to train local leaders. To foster public welfare and learning, the NAN HSÜEH-HUI published a newspaper and sponsored a public library and lectures, all opposed by leaders of Confucian academies.

1503. Taga, Akigorō. KINDAI CHŪGOKU NI OKERU ZOKU-JUKU NO SEIKAKU" (The Clan School in Modern China). KINDAI CHŪGOKU KENKYŪ (STUDIES IN MODERN CHINA), 4 (1960), 205-54. In Japanese.

Clan schools, which promoted clan solidarity and prosperity, became part of the government school system after abolition in 1905 of civil service examinations. Non-clan members (including girls) were admitted and the facilities were modernized.

1504. Taga, Akigorō, ed. KINSEI AJIA KYŌIKUSHI KENKYŪ (STUDIES OF THE HISTORY OF EDUCATION IN ASIA DURING MODERN TIMES). Japan: Bunri Shoin, 1966. In Japanese.

Chapters and a classified bibliography (Japanese and Chinese works) on the history of education in China.

1505. T'ang, Leang-li. RECONSTRUCTION IN CHINA: A RECORD OF PROGRESS AND ACHIEVEMENT IN FACTS AND FIGURES WITH ILLUSTRATIONS AND MAPS. Shanghai: China United Press, 1935.

"Educational Reform," pp. 69-91, describes schools at all levels, 1902-34, including reforms. "Cultural Reconstruction," pp. 135-47, describes the Academia Sinica and its institutes of physics, chemistry, engineering, geology, astronomy, meteorology, psychology, and history and philosophy. Describes major library holdings.

1506. Tauchi, Takatsugu. SHINA KYŌIKUGAKU SHI (HISTORY OF CHINESE EDUCATIONAL TRAINING). Japan: Juzambo, 1942. In Japanese.

Quotes ancient philosophers' remarks on education; ends with the K'ang-Liang school, Chang Chih-tung, and the new education which followed.

1507. Teng, Ssu-yü et al. CHINA'S RESPONSE TO THE WEST: A DOCUMENTARY SURVEY 1839-1923. Cambridge, MA: Harvard University Press, 1954.

Translations of and commentary on Chinese documents showing modern China's attempt to understand the West and adjust to it. Among these are three concerning institutions for linguistic and scientific studies (1863, 1867); three about training students abroad (1871, 1877, 1880-81); one about abolishing examinations (1903); and four about ideological ferment (1912-23).

1508. Teng, Ts'ui-ying et al. "The Development of the Modern Educational System in China." EDUCATION IN CHINA: PAPERS CONTRIBUTED BY THE MEMBERS OF COMMITTEES OF THE SOCIETY FOR THE STUDY OF INTERNATIONAL EDUCATION. Edited by T.Y. Teng and Timothy Tingfang Lew. Peking: Society for the Study of International Education, 1923, pp. 1-19.

History of education, educational reform in the late Ch'ing dynasty, and the post-1911 school system at all levels (including the 6-3-3 plan on the U.S. model).

1509. Tikhvinskii, Sergei Leonidovich. PRAVLENIE V KITAI MAN'CHZHURSKOI DINASTII TSIN (The Rule of the Manchu Ch'ing Dynasty in China). VOPROSY ISTORII, 9 (1966), 71-90. In Russian.

The Ch'ing dynasty tried to destroy China's literary heritage and used educational indoctrination to establish their power.

1510. Ting, Chih-p'ing. CHUNG-KUO CHIN CH'I-SHIH-NIEN LAI CHIAO-YÜ CHI-SHIH (EVENTS IN CHINESE EDUCATION DURING THE LAST SEVENTY YEARS). Shanghai: National Institute of Compilation and Translation, 1935. In Chinese.

Chronology of education and educational administration events, 1862-1933; includes important laws and orders, appointments, and conferences.

1511. Tomala, Karin. "OŚWIATA I SZKOLNICTWO W CHINACH LUDOWYCH" (Education in the Chinese People's Republic). TRADYCJA I WSPÓLCZESNOŚĆ W AZJI, AFRYCE I AMERYCE LACIŃSKIEJ (TRADITIONAL AND MODERN SOCIETIES IN ASIA, AFRICA, AND LATIN AMERICA). Edited by Edward Szymánski. Warsaw: Akademia Nauk Zaklad Krajów Pozaeuropejskich, 1978, pp. 11-41. In Polish.

Post-1949 educational development: 1949-51 reform, based on old teaching staff and many foreign missions; 1951-57, followed Soviet model in secondary education and universities; 1958-59, Great Leap Forward; 1959-64, returned to patterns of 1951-57; 1964-70, Cultural Revolution; and 1970-78, conflicting trends.

1512. Tsang, Chiu-sam. SOCIETY, SCHOOLS AND PROGRESS IN CHINA. Elmsford, NY: Pergamon Press, 1968.

Education in historical and comparative perspectives: rapid social change after 1900, tensions created by Western-style education, and Communist educational changes after 1949.

1513. Tsao, Kai-fu. THE RELATIONSHIP BETWEEN SCHOLARS AND RULERS IN IMPERIAL CHINA: A COMPARISON BETWEEN CHINA AND THE WEST. New York: University Press of America, 1984.

Compares Chinese and Western scholars during ancient (3500-771 B.C.), classical (770 B.C.-589 A.D.), and modern (590-1912) periods, including Neo-Confucian philosopher Chu Hsi with Erasmus, Sui dynasty founder Wen-ti with Charlemagne, and the Sung dynasty with Tudor England.

1514. Tungwen College. KNANG-HSÜ WU-NIEN K'AN T'UNG-WEN-KÜAN T' I-MING-LU (CALENDAR OF THE TUNGWEN COLLEGE, FIRST ISSUE). Peking: Tungwen College, 1879. In Chinese.

Catalog and directory of staff and students of T'UNG-WEN KÜAN (founded 1862), first government institution to teach Western languages and sciences. Has curriculum, examination questions, and lists of professors and publications.

1515. Uhalley, Stephen, Jr. "Education in China Today and Prospects for American Involvement." SOUTH ATLANTIC QUARTERLY, 74, 1 (1975), 12-20.

Cultural Revolution attacked education which stressed academic performance and elitist class distinctions over such socialist values as political education and physical labor.

1516. Van Dorn, Harold Archer. TWENTY YEARS OF THE CHINESE REPUBLIC: TWO DECADES OF PROGRESS. New York: Knopf, 1932.

Changes in education, politics, and religion, 1911-31, are summarized, as are other social and economic changes. Reviews the late nineteenth-century movement for modern subjects. Describes reorganization of education after 1911, women's education, and schooling at all levels. Examines Protestant and Catholic education and the effects of Chinese anti-foreignism and nationalism. Includes libraries and mass education.

1517. Wang, Y.C. "Education, Modernization, and Profiteering." JOURNAL OF ASIAN STUDIES, 24, 2 (February 1965), 299-303.

Review of Biggerstaff, THE EARLIEST MODERN GOVERNMENT SCHOOLS IN CHINA (See entry 1354). Disagrees with conclusions about nineteenth century school for interpreters (T'UNG WEN KÜAN) and its influence on Peking University. Reviewer says U.S. missionary-educator W.A.P. Martin was racially motivated.

1518. Waple, Renè J. "L'ENSEIGNEMENT EN CHINE: UN KALÉIDOSCOPE" (Education in China: a Kaleidoscope). ANNÉE POLITIQUE ET ÉCONOMIQUE (ANNALS OF POLITICS AND ECONOMICS), 47, 239 (1974), 154-83. In French.

Survey of education from the traditional Mandarin system to revolutionary Marxist scheme. The alliance between education and labor has been established, and tendencies toward bourgeois educational elitism eradicated.

1519. Wei, Hsiu-mei. "TS'UNG-LLIANG-TE KUAN-CH'A TAN-T'AO CH'ING-CHI HSUEH-CHENG-TE JEN-SHIH SHAN-TI" (A Quantitative Analysis of Provincial Directors of Education and an Examination of the Ch'ing Dynasty, 1795-1906). BULLETIN OF THE INSTITUTE OF MODERN HISTORY, ACADEMIA SINICA, 5 (1976), 93-119. In Chinese.

Data about provincial education directors, 1795-1906, all of whom also held other bureaucratic posts and were overwhelmingly Han Chinese rather than Manchu.

1520. Williams, Samuel Wells. "Education and Literary Examinations." THE MIDDLE KINGDOM: A SURVEY OF THE GEOGRAPHY, GOVERNMENT, LITERATURE, SOCIAL LIFE, ARTS, AND HISTORY OF THE CHINESE EMPIRE AND ITS INHABITANTS. Vol. I. Revised ed. New York: Scribner, 1900. Reprinted. Taipei: Ch'eng-wen, 1965, pp. 519-77.

Summarizes major Confucian classics studied, methods of conducting examinations, and strengths and weaknesses of the system. Describes women's education.

1521. Wright, Mary Clabaugh. "Modern China in Transition, 1900-1950." ANNALS OF THE AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE, 321 (January 1959), 1-8.

Early twentieth-century nationalism expressed a longing for political stability and a strong central government. Public education strengthened this longing. Democracy did not develop because neither the Nationalists nor the Communists stressed civil liberties and majority rule.

1522. Wu, Chun-sheng et al. GENERAL REPORT ON MODERN CHINESE EDUCATION. 2 vols. Taipei: China Culture Publishing Foundation, 1955.

Evolution of research and education at all levels. The Nationalists, after 1927, designed an educational program to strengthen national consciousness and formulated educational aims. War with Japan (1937-45) slowed China's education drive.

1523. Yen, Chun-chiang. "Folklore Research in Communist China." JAPAN FOLKLORE STUDIES, 26, 2 (1967), 1-62.

Uses of folklore in education, especially by Communists, are discussed in this historical study.

1524. Yip, Ka-che. "Education and Political Socialization in Pre-Communist China: The Goals of SAN MIN CHU-I Education." ASIAN PROFILE, 9, 5 (1981), 401-13.

The Nationalists, 1927-37, used Sun Yat-sen's Three People's Principles Education to create a sense of identity between the nationalists, the government, and the Chinese state and to foster loyalty to the government. They adapted traditional Confucian values by saying that such obligations as filial piety should be transferred to the state.

1525. Young, S.L. "The Development of Education in China During the Republican Period." CHINA JOURNAL, 26 (1937), 236-38.

Educational accomplishments after 1912: organizing elementary education into four-year and two-year continuing segments; simplifying written Chinese language and modernizing the elementary curriculum; spreading literacy; expanding the science curriculum and teacher and vocational education; and increasing girls and women's education.

1526. Zen, Sophia H. Chen, ed. SYMPOSIUM ON CHINESE CULTURE. Shanghai: China Institute of Pacific Relations, 1931. Reprinted. New York: Paragon, 1969.

Chapters on education by K. Chu and on science by Sophia H. Chen Zen, two chapters by Hu Shih (Religion and Philosophy; Literature) and chapters on painting and calligraphy, music, architecture, drama, and other aspects of culture.

Chapter 26

HU, SHIH (1891-1962)

1527. Aoki, Masaru. "KO SEKI O CHŪSHIN NI UZUMAITE IRU BUNGAKU KAKUMEI" (A Literary Revolution in China with Mr. Hu Shih as Its Central Figure). SHINAGAKU (SINOLOGY), 1, 1 (September 1920), 11-26; 1, 2 (October 1920), 112-30; 1, 3 (November 1920), 199-219. In Japanese.

Hu Shih's early espousal (1917) of vernacular literature and discussion that ensued.

1528. Eber, Irene. "Hu Shih and Chinese History: The Problem of 'CHENG-LI KUO-KU (Reorganization of the National Past)." MONUMENTA SERICA, 27 (1968), 169-207.

Evaluation of Hu Shih's contributions as a historian. He believed that historians needed to reorganize China's past in order to interpret rapid twentieth century developments.

1529. Forster, Lancelot. THE NEW CULTURE IN CHINA. New York: Stokes, 1936.

Mass education movement and the materialistic ideas of Hu Shih (1891—1962). Concludes that China had no sturdy body of ideas to replace the teachings of Mencius and Confucius.

1530. Hu, Shih. "An Autobiographical Account at Forty. Appendix: Pressing up the Ladder, Beginnings of the Literary Revolution." CHINESE STUDIES IN HISTORY, 12, 4 (1979), 16-53.

Hu Shih's theory of the 1920s New Culture Movement which began at Peking University.

1531. Hu, Shih. "An Autobiographical Account at Forty." CHINESE STUDIES IN HISTORY, 11, 4 (1978), 3-25; 12, 1 (1978), 63-90.

Hu describes in a two-part article his early education at home and in village schools and his later studies in Shanghai.

1532. Hu, Shih. SSU-SHIH TZU-SHU (AUTOBIOGRAPHY AT FORTY). Vol. 1. Shanghai: Oriental Book Co., 1933. In Chinese.

Unfinished autobiography to 1910, the year he went abroad.

1533. Hu, Shih. "The Chinese Renaissance." BULLETINS ON CHINESE EDUCATION, 2, 6 (1923), 1-36.

Traces political and intellectual history, focusing on the post-1919 renaissance in literature and on educational developments.

1534. Hu, Shih. THE CHINESE RENAISSANCE. Chicago: University of Chicago Press, 1934.

Lectures reviewing cultural changes in China.

1535. Hu, Shih. HU SHIH LUN-HSÜEH CHIN-CHU TI-I-CHI (RECENT ACADEMIC WRITINGS OF HU SHIH, FIRST COLLECTION). Shanghai: Commercial Press, 1935. In Chinese.

On such intellectual questions as Westernization, how to remake China, weaknesses of the Chinese tradition and society, sources of leadership, history, and history of literature.

1536. Hu, Shih. HU SHIH WEN-TS'-UN (COLLECTED ESSAYS OF HU SHIH). 2 vols. Shanghai: Oriental Book Co., 1921. In Chinese.

Essays, 1911-21; critical studies of the history of literature and other academic subjects.

HU, SHIH (1891-1962)

1537. Hu, Shih. HU SHIH WEN-TS'-UN ER-CHI (COLLECTED ESSAYS OF HU SHIH, SECOND COLLECTION). 2 vols. Shanghai: Oriental Book Co., 1924. In Chinese.

Essays, 1921-24, on history, philosophy, science, history of literature, and other intellectual and cultural topics.

1538. Hu, Shih. HU SHIH WEN-TS'-UN SAN-CHI (COLLECTED ESSAYS OF HU SHIH, THIRD COLLECTION). 4 vols. Shanghai: Oriental Book Co., 1930. In Chinese.

Essays, 1924-30, on history of vernacular literature, Tai Tung-yuan's philosophy, Chinese and Western cultures, research methods, and other academic topics.

1539. Hu, Shih. "The Reminiscences of Dr. Hu Shih." CHINESE STUDIES IN HISTORY, 14, 2 (1980-81), 3-46.

His higher education at Cornell and Columbia Universities, his academic switch from agriculture to philosophy, and the development of his methodology based upon logical inquiry.

1540. Hu, Shih. "The Reminiscences of Dr. Hu Shih. Part 3." CHINESE STUDIES IN HISTORY, 15, 3-4 (1982), 156-88.

Hu, who left China to avoid Communist rule, helped spread the use of vernacular literature in education.

1541. Hu, Shih. TS'ANG-HUI-SHIH TA-CHI (A DIARY OF MY STUDENT YEARS IN AMERICA, 1910-1917). 4 vols. Shanghai: Oriental Book Co., 1939. In Chinese.

Besides author's student experiences at Cornell and Columbia universities, this diary reflects experiences of his generation of Chinese students in the U.S. Records his ideas on a literary revolution for China.

1542. Nagase, Makoto. "KOTEKI NO GAKUTEKI HŌHŌ RON NI TSUITE" (On Hu Shih's Methodology of Learning). TAKUSHOKU DAIGAKU RONSŌ, 12 (1956), 181-207. In Japanese.

Critical of Hu Shih, who, though influenced by John Dewey and pragmatism, did not apply pragmatic methods in his own system of learning.

1543. Tsai, Wen-hui. "Religious Belief and Modernization: Dr. Hu Shih and His Ideological Research on Chinese Modernization." NATIONAL TAIWAN UNIVERSITY JOURNAL OF SOCIOLOGY, 10 (July 1974), 64-80.

Hu Shih was firmly committed to the vernacular literature movement, believed Western science and technology could end China's poverty and disease, and urged the Chinese to seek meaning through participation in history and society.

1544. Yamaguchi, Sakae. "KOSEKI TO SHINVUNKA UNDŌ" (Hu Shih and the New Cultural Movement). OKAYAMA SHIGAKU, 24 (1971), 65-79. In Japanese.

Hu Shih (1891-1962), philosopher, educator, and diplomat, helped modernize education and society after World War I (May 4th, 1919, movement). Despite his sense of political responsibility, he failed to appeal to the masses, left China in 1949, and became head of Academia Sinica in Taiwan.

Chapter 27

INTELLECTUALS

1545. Briessen, Fritz van. "DIE ROLLE DER GELEHRTEN IN DER CHINESISCHEN REVOLUTION" (The Role of the Learned in the Chinese Revolution). AUSSENPOLITIK, 4, 10 (October 1953), 634-45. In German.

1546. Chang, Chung-li. THE INCOME OF THE CHINESE GENTRY. Seattle: University of Washington Press, 1962.

Scholar gentry, with academic degrees obtained through the civil service exam system, were expected to exert superior leadership. "Teaching as a Source of Income" chapter explains that scholar gentry not in government service usually became teachers and earned more than nongentry teachers.

1547. Chang, Hao. "The Intellectual Context of Reform." REFORM IN NINETEENTH-CENTURY CHINA. Edited by Paul A. Cohen and John E. Schrecker. Cambridge, MA: East Asian Research Center, Harvard University, 1976, pp. 145-49.

Ideological reform began, 1840-60, among provincial scholar officials influenced by Ku Yen-wu and Tseng Kuo-fan. The 1890s curriculum reform stressed Western learning. Leftists attacked and challenged the conservative Confucian world view. Ultimately, leftists inspired the May 4th (1919) movement.

1548. Chang, Hao. LIANG CH'I-CH'AO AND INTELLECTUAL TRANSITION IN CHINA, 1890-1907. Cambridge, MA: Harvard University Press, 1972.

Explores the transition period, 1890-1907, by tracing changes in the thinking of Liang (1873-1929), scholar, journalist, and intellectual reformer who studied Western learning under K'ang Yu-wei. Like K'ang, he advocated progressive reform and was a leader in the Hundred Days of Reform (1898). When the Dowager Empress revoked this program, he fled to Japan and traveled to Southeast Asia and the U.S. for K'ang's monarchist society. His ideal of citizenship had enduring appeal and influenced the Communist value system.

1549. Chang, Hao. "WAN CH'ING SSU HSIANG FA CHAN SHIH LUN CHÍ KÊ CHI PÊN LUN TIEN TI TI CHU YÜ CHIEN T'AO" (A Tentative Analysis of Intellectual Development in the Late Ch'ing Period: Submission and Discussion of Some Basic Viewpoints). BULLETIN OF THE INSTITUTE OF MODERN HISTORY, ACADEMIA SINICA, 7 (1978), 475-84. In Chinese.

Analyzes nineteenth century intellectual development under the impact of the West. The 1894-95 Sino-Japanese War hastened disintegration of traditional ideas and forced intellectuals to accept and spread Western ideas.

1550. Chang, Hsi-jo. "CHUNG-KUO CHIN-JIH CHIH SO-WEI CHIH-SHIH CHIEH-CHI" (The So-Called Intellectual Class of Today in China"). MODERN REVIEW, 2 (January 1927), 88-92. In Japanese.

Discusses meaning of "intellectual class," wonders if they exist as a class, believes that the greatest danger is not from belligerent Communists but from intellectuals' weaknesses.

1551. Ch'en, C.J. "Chinese Social Scientists." TWENTIETH CENTURY, 163, 976 (June 1958), 511-22.

Harsh reaction against leading social scientists after the Hundred Flowers movement, among them Fei Hsiao-t'ung, who on July 13, 1957, confessed publicly at the National People's Congress.

1552. Ch'iu, Kung-yuan. "Prospects for the Intelligentsia in Communist China." ISSUES AND STUDIES, 11, 1 (January 1975), 75-90.

During the Cultural Revolution the Party again attacked intellectuals and demanded their "re-education."

1553. Chou, En-lai. REPORT ON THE QUESTION OF INTELLECTUALS. Peking: Foreign Languages Press, 1956.

Forty percent of intellectuals are active Party supporters, 40 percent support the party but are not sufficiently political, ten percent are either non-political or oppose socialism, and ten percent are active revolutionaries. China needs intellectuals to advance science and tecnology and must remold those who deviate from Party policy so that they will better serve the people.

1554. Chu Wang, Y. "The Intelligentsia in Changing China." FOREIGN AFFAIRS, 36, 2 (January 1958), 315-29.

The twentieth century intellectual class, starkly different from the old literati, knew little of China's past culture and nothing of peasant problems. By the mid 1930s local government collapsed for lack of educated men in rural areas. Communists, by filling this vacuum, were ready substitutes for the lost Confucian tradition.

1555. Fairbank, John King, ed. CHINESE THOUGHT AND INSTITUTIONS. Chicago: University of Chicago Press, 1957.

Papers examine Confucian ideas in China's political struggles and sociopolitical institutions, including civil service examinations (see entries 327-329, 1580, E.A. Kracke, Jr.). One theme is that the scholar-official class tried persistently to devise institutional checks upon despotic rulers.

1556. Fairbank, John King et al. EAST ASIA: TRADITION AND TRANSFORMATION; NEW IMPRESSION. Boston: Houghton Mifflin, 1978.

Contents: Neo-Confucianism and the perfect Confucianist, Chu Hsi (1130-1200), whose scholarship produced an "intellectual straitjacket"; the restored importance of the examination system in the Ming period, when the Hanlin Academy topped the intellectual pyramid and 300 private academies spread learning nationwide; Ch'ing emperor K'ang-hsi's winning support from the scholar class by recruiting 152 compilers of the MING HISTORY and authorizing a dictionary and encyclopedia; late Ch'ing emphasis on narrow bibliographical and classical activities; impact of foreign study and Protestant mission schools in the late nineteenth century; late Ch'ing reforms; post-1912 student movements and new thought at Peking National University; and Communist emphasis on schooling and on changing the "thoughts" of intellectuals.

1557. Fei, Hsiao-tung. CHINA'S GENTRY: ESSAYS IN RURAL-URBAN RELATIONS. Revised ed. Chicago: University of Chicago Press, 1953.

Anthropological analysis of the social role of scholar-gentry class, the rural power structure, and relations between villages and towns. Seven essays on the gentry plus six life histories. "The Scholar: Chairman Wang" was traditionally educated in private schools, at age 22 passed the civil service examination, became a teacher, then principal in a Kunming primary school. By 1924 he headed the Bureau of Education in Kunyang Hsien. He was a respected leader who gave modern education to his own children.

1558. Fitzgerald, Charles Patrick. "The Historical and Philosophical Background of Communist China." POLITICAL QUARTERLY, 35, 3 (1964), 247-59.

Influence of the highly educated in turning China toward Marxism, which became China's new religion.

1559. Fokkema, D.W. "Chinese Criticism of Humanism: Campaigns Against the Intellectuals 1964-1965." CHINA QUARTERLY, 26 (April-June 1966), 68-81.

China's 1963 campaign against humanism was one aspect of Peking's opposition to Soviet moves toward peaceful coexistence with the West.

1560. Forke, Alfred. DIE GEDANKENWELT DES CHINESISCHEN KULTURKREISES (THE INTELLECTUAL MILIEU OF THE CHINESE CULTURAL SPHERE). Munich: Oldenbourg, 1927. In German.

1561. Furth, Charlotte. "Culture and Politics in Modern Chinese Conservatism." THE LIMITS OF CHANGE: ESSAYS ON CONSERVATIVE ALTERNATIVES IN REPUBLICAN CHINA. Edited by Charlotte Furth. Cambridge, MA: Harvard University Press, 1976, pp. 22-53.

About Chinese perceptions of alternatives possible for their society in the Republican period. Many intellectuals, urging change, acknowledged the rigidity of China's past but were optimistic that new ideas could bring progress.

1562. Furth, Charlotte, ed. THE LIMITS OF CHANGE: ESSAYS ON CONSERVATIVE ALTERNATIVES IN REPUBLICAN CHINA. Cambridge, MA: Harvard University Press, 1976.

Examines conservative thought in Republican China. Chapters about the intelligentsia and culture include Charlotte Furth's "Culture and Politics in Modern Chinese Conservatism" and Laurence A. Schneider's "National Essence and the New Intelligentsia." See entry 1486.

1563. Gale, Barden Noel. "The Concept of Intellectual Property in the People's Republic of China: Inventors and Inventions." CHINA QUARTERLY, 74 (1978), 334-55.

Though 1950 legislation recognized an inventor's right to exploit his inventions, socialism limited this initiative. But modernization demands have forced a pragmatic reward system for inventions.

1564. Gel'bras, V.G. "KITAISKAIA INTELLIGENTSIIA PROTIVORE-CHIIA RAZVITIIA" (The Chinese Intelligentsia: Contradictions in its Development). NARODY AZII I AFRIKI, 1 (1980), 26-39. In Russian.

Surveys a century of changes in China's intelligentsia, from the Confucian scholars estranged from the masses, to recent times when intellectuals were divided because of political policy and when educational standards were lowered.

1565. Goldman, Merle. CHINA'S INTELLECTUALS: ADVISE AND DISSENT. Cambridge, MA: Harvard University Press, 1981.

About intellectuals during 1959-76 and their influence in shaping recent socio-political and cultural directions. Several of the liberal intellectuals taught at Peking University or were members of the Chinese Academy of Sciences.

1566. Goldman, Merle. "Party Policies Toward the Intellectuals: The Unique Blooming and Contending of 1961-2." PARTY LEADERSHIP AND REVOLUTIONARY POWER IN CHINA. Edited by John W. Lewis. Cambridge, England: Cambridge University Press, 1970, pp. 268-303.

Communist policy toward intellectuals has alternated between demanding strict orthodoxy and using expert skills for modernizing the country. The years 1961-62 when intellectuals felt free to criticize differed from two 1950s periods because intellectuals dared to attack the Mao cult (probably encouraged by Liu Shao-chi).

1567. Goldman, Merle. "Writers' Criticism of the Party in 1942." CHINA QUARTERLY, 17 (January-March 1964), 205-28.

The Communist 1942 Yenan campaign against the thoughts and actions of such left-wing writers as Ting Ling helps explain the recurring Party efforts to remold intellectuals.

1568. Goodstadt, L.F. "The Young Intellectuals." YOUTH IN CHINA. Edited by Edward Stuart Kirby. Hong Kong: Dragonfly Books, 1965, pp. 191-208.

Reviews the Party's various policies toward intellectuals, whose thoughts they have tried to reform. Young intellectuals are torn between state and personal interests, eager to study but worn by physical labor and conformity.

1569. Grieder, Jerome B. INTELLECTUALS AND THE STATE IN MODERN CHINA: A NARRATIVE HISTORY. New York: Free Press, 1981.

About China's intellectuals from mid-nineteenth century to 1949, such as liberal pragmatist Hu Shih. Includes description of John Dewey's 1919-21 visit to China and his influence on Chinese thinkers.

1570. Hang, Thaddaus. "DIE CHINESISCHEN INTELLEKTUELLEN UND DAS CHRISTENTUM" (The Chinese Intellectuals and Christianity). STIMMEN DER ZEIT, 165, 5 (1959-60), 321-34. In German.

Although Christian missions took Western education to China, their impact was limited because Chinese saw them as imperialistic tools. Chinese who studied abroad usually returned with anti-religious ideas to become revolutionary leaders and spokesmen for change.

1571. Houn, Franklin Willington. "The Communist Monolith Versus the Chinese Tradition." ORBIS, 8, 4 (Winter 1965), 894-921.

In contrast to previous diverse schools of thought, the Communist regime's tight control of intellectual and political expression will be viable only if it solves China's problems.

1572. Hunter, Neale. "Chinese Education for Total Class Integration." NEW YORK UNIVERSITY QUARTERLY, 3, 2 (Spring 1972), 13-18.

Mao's educational plans called for moving people back to the land and for elimination of an intellectual elite.

1573. Johnson, Chalmers A. FREEDOM OF THOUGHT AND EXPRESSION IN CHINA: COMMUNIST POLICIES TOWARD THE INTELLECTUAL CLASS. Hong Kong: Union Research Institute, 1959.

Description of the ad-hoc ideological campaigns launched, 1949-59.

1574. Johnson, Chalmers A., ed. IDEOLOGY AND POLITICS IN CONTEMPORARY CHINA. Seattle: University of Washington Press, 1973.

Intellectuals, alienated from their society's traditions, concluded in the May 4th era that political change would require a "cultural revolution."

1575. Kashin, Alexander. "Reflections on Marxist Philosophy in China." THE REVIEW, 6 (1960), 55-64.

Although social and economic conditions did not conform to Marxist theory, Marxism attracted early twentieth century intellectuals because it offered a way to achieve national independence.

1576. Keenan, Barry C. "Educational Reform and Politics in Early Republican China." JOURNAL OF ASIAN STUDIES, 33, 2 (1974), 225-37.

Early twentieth century educational reformers, longing to end traditional alliance between education and politics, were unsuccessful because they and their students became politicized and could not escape pressures from arbitrary military power.

1577. Kirby, Edward Stuart, ed. YOUTH IN CHINA. Hong Kong: Dragonfly Books, 1965.

Discusses intellectuals and the problems and pressures faced by youth. Concludes that Communists will fail because of unkept promises and disaffection among intellectuals and the masses.

1578. Kondō, Kuniyasu. "SHIN KEIMŌ UNDŌ NI TSUITE, 1936 NEN DAI NI OKERU DENTŌ SHISŌ NO HIHAN" ('The New Enlightenment Movement,' Critique of the Traditional Thought in 1936). TŌYŌ BUNKA (ORIENTAL CULTURE), 44 (February 1968), 78-97. In Japanese.

Ch'en Po-ta, at the conference of Peking and Shanghai intellectuals, September-October 1936, contended that traditional thought was a tool for ruling the uneducated masses.

1579. Kracke, E.A., Jr. "The Changing Role of the Chinese Intellectual: An Introductory Note." COMPARATIVE STUDIES IN SOCIETY AND HISTORY, 1, 1 (October 1958), 23-25.

From the eleventh century onwards, the scholar-bureaucrat intellectual, nominally Confucian, set the pattern of educated conduct and taste. Because Confucianism was a moderating force, it produced few independent, radical critics among nineteenth century intellectuals.

1580. Kracke, E.A., Jr. CIVIL SERVICE IN EARLY SUNG CHINA 960-1067. WITH PARTICULAR EMPHASIS ON THE DEVELOPMENT OF CONTROLLED SPONSORSHIP TO FASTER ADMINISTRATIVE RESPONSIBILITY. Cambridge, MA: Harvard University Press, 1953.

One of the first mobility studies. Analyzes lists of successful examination candidates, with data on their fathers and grandfathers, from the Sung period (960-1278) onwards. Emphasizes objectivity of examinations.

1581. Kung, Shao-ch'in, ed. YEN CHI-TAO SHIH-WEN CH'AO (YEN CHI-TAO'S POETRY AND PROSE). Shanghai: KUO-HUA SHU-CHU, 1922. In Chinese.

Includes Yen Fu's essays on cultural and intellectual subjects. He was major translator of Western works by Adam Smith, John Stuart Mill, Montesquieu, and others.

1582. Labin, Suzanne. THE ANTHILL: THE HUMAN CONDITION IN COMMUNIST CHINA. New York: Praeger, 1960.

French author who interviewed Hong Kong refugees found that Communist China was a pervasive totalitarian state. "The Student Ping" and "The Schoolmistress Shuen . . ." describe oppression.

1583. Lee, Leo Ou-fan. "The Enduring Dimension in Contemporary Chinese Culture, Literature and the Intellectuals." ISSUES AND STUDIES, 15, 9 (1979), 63-74.

Despite 2,000 years of anti-intellectualism, the scholar-official tradition persists.

1584. Levenson, Joseph Richmond. "The Intellectual Revolution in China." MODERN CHINA. Edited by Albert Feuerwerker. Englewood Cliffs, NJ: Prentice-Hall, 1964, pp. 154-68.

Modern intellectuals do not represent a perennial scholarly element in society but are instead a major source of Communist strength.

1585. Lew, Timothy Tingfang et al. CHINA TODAY THROUGH CHINESE EYES. New York: Doran, 1923.

Four religious and intellectual leaders wrote of the renaissance in the early 1920s. "The Literary Revolution in China" was described by Hu Shih.

1586. Lewis, John Wilson, ed. PARTY LEADERSHIP AND REVOLUTIONARY POWER IN CHINA. Cambridge, England: Cambridge University Press, 1970.

One of 12 essays examines policies toward intellectuals.

1587. Liang, Ch'i-ch'ao. INTELLECTUAL TRENDS IN THE CH'ING PERIOD. Translated by Immanuel C.Y. Hsü. Cambridge, MA: Harvard University Press, 1959.

Liang (1873-1929), famed scholar and statesman, explores in 1921 a central problem in modern Chinese history: how China could maintain continuity with its past in the face of Western influence. Writes on the main intellectual trends, 1644-1911.

1588. Lin, C.T. A HISTORIOMETRIC STUDY OF THIRTY-FOUR EMINENT CHINESE. Peking: Catholic University, 1939.

Appendix contains biographical sketches of 34 eminent Chinese, 618-1911 A.D. Statistical study describes their mental traits and general intelligence.

1589. Loh, Martin. "Confucianism, Liberalism, and Marxism: The Intellectual Transformation of China in the May Fourth Period (1917-1921)." JOURNAL OF THE HISTORY OF SOCIETY, 51 (1978), 57-62.

Unsuccessful search by intellectuals, 1917-21, for a new social order.

1590. Lubot, Eugene. "Ts'ai Yüan-p'ei and Chiang Meng-lin During the May Fourth Period: The Dilemma of Modern Chinese Liberalism." JOURNAL OF ASIAN AND AFRICAN STUDIES, 7, 3-4 (July-October, 1972), 161-75.

Students and other intellectuals, 1900-20, led in shaping liberalism, which called for a cultural renaissance, individualism to replace Confucian groupism, and openness to all ideas. After 1920, increasing political activism among intellectuals isolated liberals because they believed that permanent reform could occur only after fundamental ideas were changed. Liberals thus became political critics after 1920.

1591. MacFarquhar, Roderick L., ed. THE HUNDRED FLOWERS CAMPAIGN AND THE CHINESE INTELLECTUALS. New York: Praeger, 1960.

Criticisms in the press in response to Mao's 1957 invitation, "Let a hundred flowers bloom," are arranged by type of intellectual who expressed the criticism, such as journalists, physicians, writers, professors, teachers, and students. So much bitterness erupted that after six weeks Mao ordered criticism to cease. The anti-rightist campaign followed. Gives an inside view of Communist totalitarianism.

1592. MacNair, Harley Farnsworth. CHINA'S NEW NATIONALISM AND OTHER ESSAYS. Shanghai: Commercial Press, 1926.

Essays on problems of students returned from foreign study, the modern scholar, and the scholar as gentleman.

1593. Michael, Franz. "State and Society in Nineteenth-Century China." WORLD POLITICS, 7, 3 (April 1955), 419-33.

Role of China's scholar gentry, whose privilege was based on their intellectual status. Most of their income came from public functions, not land ownership. By dividing their authority the ruling dynasty prevented the scholar class from gaining power to overthrow the dynasty.

1594. Moody, Peter R. OPPOSITION AND DISSENT IN CONTEMPORARY CHINA. Stanford, CA: Hoover Institution Press, 1977.

Analyzes dissent within China's totalitarian state; references to intellectuals, youth, schools, education, and thought control.

1595. Mu, Fu-sheng. THE WILTING OF THE HUNDRED FLOWERS: THE CHINESE INTELLIGENTSIA UNDER MAO. New York: Praeger, 1963.

Plight of intellectuals under the Communist regime.

1596. Munro, Donald J. "Humanism in Modern China: Fung Yu-lan and Hsiung Shih-li." NOTHING CONCEALED: ESSAYS IN HONOR OF LIU YU-YUN. Edited by Frederic Evans Wakeman, Jr. Taipei: Chinese Materials and Research Aids Service Center, 1970, pp. 177-92.

Fung (1895-) and Hsiung (1885-1968), two leading pre-1949 philosophers, used Western ideas to fit the humanistic principle "All men are brothers" into modern Chinese philosophy.

1597. Nivison, David Shepherd, and Arthur F. Wright, eds. THE CONFUCIAN PERSUASION. Stanford, CA: Stanford University Press, 1960.

Studies on the impact of the rigorous course of Confucian studies and their bureaucratic function on the creativity and autonomy of intellectuals.

1598. Ono, Kazuko. "SHINSHO NO KŌKEIKAI NI TSUITE" (The CHIANG-CHING-HUI in early Ch'ing). TŌHŌ GAKUHŌ, KYŌTO (JOURNAL OF ORIENTAL STUDIES), 36 (October 1964), 633-61. In Japanese.

Scholarly careers of Wan Ssu-t'ung and Wan Ssu-ta and their seventeenth century study group led by Huang Tsung-hsi in Chekiang Province which defied the Ch'ing government's control of intellectuals.

1599. Pepper, Suzanne. CIVIL WAR IN CHINA: THE POLITICAL STRUGGLE, 1945-1949. Berkeley: University of California, 1978.

Higher education students and intellectuals generally reacted critically to the pre-1949 Nationalist government's solutions to China's many problems and were cautiously favorable to solutions suggested by the Communist Party.

1600. "Policy Towards Intellectuals." Quarterly Chronicle and Documentation. CHINA QUARTERLY, 71 (September 1977), 658.

Statement about supporting intellectuals and scientists who served the people during the reign of the Gang of Four.

1601. Robel, Ronald R. "T'an Ssu-t'ung on HSUEH HUI or 'Study Associations.'" NOTHING CONCEALED: ESSAYS IN HONOR OF LIU YU-YUN. Edited by Frederic Evans Wakeman, Jr. Taipei: Chinese Materials and Research Aids Service Center, 1970, pp. 161-76.

One of the "study associations" formed after Japan defeated China in 1895 was the "Southern Reform Club" in Hunan Province founded by T'an Ssu-t'ung and Liang Ch'i-ch'ao. T'an called this movement economic, political, and social as well as intellectual in intent.

1602. Sa, Meng-wu. CHUNG-KUO SHE-HUI WEN-T'I CHIH SHE-HUI-HSÜEH TI YEN-CHIU (THE SOCIOLOGICAL STUDY OF CHINESE SOCIAL PROBLEMS). Shanghai: Hua-t'ung shu-chu, 1929. In Chinese.

Includes chapters on the scholar-official class.

1603. Schwartz, Benjamin I. "The Intellectual History of China: Preliminary Reflections." CHINESE THOUGHT AND INSTITUTIONS. Edited by John King Fairbank. Chicago: University of Chicago Press, 1955, pp. 15-30.

Examines twentieth-century intellectual history as a field of study. Identifies as a problem the fact that intellectuals are alienated from the masses.

1604. Schwartz, Benjamin I. "The Intelligentsia in Communist China." DAEDALUS, 89, 3 (Summer 1960), 604-21.

Unlike the U.S.S.R., many of China's intelligentsia welcomed or accepted the 1949 Communist takeover. But the Communist rulers, highly suspicious of experts, sought psychological compliance and developed thought reform techniques aimed at achieving a monolithic internalized consensus among the intelligentsia.

1605. Schwartz, Benjamin I. "The Intelligentsia in Communist China: A Tentative Comparison." THE RUSSIAN INTELLIGENTSIA. Edited by Richard Pipes. New York: Columbia University Press, 1961, pp. 164-81.

Compares mid-nineteenth century Russian intelligentsia with twentieth century Chinese intelligentsia, both committed to socialism and the image of the "new man." Of the twentieth century Chinese intelligentsia, only the May 4th (1919) student group was truly modern. Most Chinese intelligentsia either welcomed or acquiesced in the Communist rise to power. Many have since undergone "thought reform" and suffered abuse for questioning the ruling ideology.

1606. Schwartz, Benjamin I. "The Limits of 'Tradition versus Modernity' as Categories of Explanation: The Case of the Chinese Intellectuals." DAEDALUS, 101, 2 (Spring 1972), 71-88.

Nineteenth century China used many Western ideas and ideologies to reject the past and promote modernization. Mao's mistrust of intellectuals embodied primitivist yearnings. A new, less passive, more critical intellectual is visible among some students.

1607. Schwartz, Benjamin I. TRADIZIONE E MODERNITA COME CATEGORIE ESPLICATIVE: IL CASE DEGLI INTELLETTUALI CINESI" (Tradition and Modernity as Explanatory Categories: The Case of the Chinese Intellectuals). COMUNITÀ, 27, 170 (1973), 76-96. In Italian.

Tradition and modernity are inadequate terms for discussing the attitudes of intellectuals, especially since the early nineteenth century.

1608. Stanford University China Project, ed. "Intellectual and Artistic Expression." NORTH CHINA. Vol. 1. New Haven, CT: Human Relations Area Files, 1956, pp. 227-73.

Mao in a 1942 Yenan speech urged that literature and art serve the masses. In July 1949 writers and artists organized the All-China Federation of Literary and Art Circles. Academic writing concentrated on histories of peasant rebellions, studies of ethnic minorities, and commentaries on Communist theory.

1609. Su, Yün-feng. "CH'ING MO HU PEI SHIH SHEN CHIEH TSENG CHIH SHUI PIEN" (The Transformation of Hubei (Hupeh) Gentry During the Late Ch'ing Period). THOUGHT AND WORD, 17, 4 (1981), 35-50. In Chinese.

In Hubei Province, 1860-1904, a new gentry educated in Western subjects rose in status to the detriment of traditionally educated gentry who studied only the Confucian classics.

1610. Swisher, Earl. "Chinese Intellectuals and the Western Impact, 1838-1900." COMPARATIVE STUDIES IN SOCIETY AND HISTORY, 1, 1 (October 1958), 26-37.

Confronted with the nineteenth century Western challenge, intellectuals remained tied to the rigid Confucian framework. Cites three intellectuals who in successive periods contributed to the reform movement, which believed the Confucian world view could be compatible with Western science and technology.

1611. T'ao, L.K. MENG-HO WEN-TS'UN (ESSAYS OF ⌊T'AO⌋ MENG-HO ⌊L. K. TAO⌋). Shanghai: Oriental Book Co, 1925. In Chinese.

Essays on education and the intelligentsia by head of the Institute of Social Sciences of Academia Sinica.

1612. Wakeman, Frederic Evans, Jr. "The Price of Autonomy: Intellectuals in Ming and Ch'ing Politics." DAEDALUS, 101, 2 (Spring 1972), 35-70.

During 500 years of recent history, the relationship of intellectuals with the state has been ambivalent. Concludes that the ultimate cost of the intellectual search for autonomy has been political estrangement.

1613. Walker, Richard L. "Culture and the Intellectuals." CHINA UNDER COMMUNISM: THE FIRST FIVE YEARS. New Haven, CT: Yale University Press, 1955, pp. 177-213.

Early attempts to shape ideology for the masses and to win over the intellectuals through media control.

1614. Wang, Y.C. "Intellectuals and Society in China, 1860-1949." COMPARATIVE STUDIES IN SOCIOLOGY AND HISTORY, 3, 4 (July 1961), 395-426.

Three stages in intellectual history, 1860-1949: loyalty to tradition and rejection of Western thought; attack on tradition and imitation of the West; and eventually, taking one of two routes--becoming Western individualists with little concern for the rural masses or accepting Communist ideology with its drive to change the masses. Western educated Chinese, living as specialists in port cities, exercised little moral and political leadership, thus losing touch with the masses and lessening the chance for democracy.

1615. Wang, Y.C. "The Intelligentsia in Changing China." FOREIGN AFFAIRS, 36, 2 (January 1958), 315-29.
Intellectuals played a central role in producing changes after 1880.

1616. Wang, Yü-chun. "CH'ING TAI CHUNG YEH SHIH TA FU CHIH YU HUAN I SHIH" (Chinese Intellectuals' Sense of Awareness of Adversity in the Mid-Ch'ing Dynasty). BULLETIN OF THE INSTITUTE OF MODERN HISTORY, ACADEMIA SINICA, 11 (1982), 1-11. In Chinese.
The practical approach (JINGSHI) to social, political, and economic problems of late eighteenth and early nineteenth century intellectuals, disturbed by the Western impact, strongly influenced the May 4th movement and later modernization efforts. Intellectuals' sense of responsibility was rooted in Confucian teaching.

1617. Whyte, Martin King. "'Red vs. Expert': Peking's Changing Policy." PROBLEMS OF COMMUNISM, 21, 6 (1972), 18-27.
Various cyclical changes in Communist attitudes toward intellectuals.

1618. Wren, Christopher S. "China Turning Back to Its Educated for Help." NEW YORK TIMES, March 4, 1984, pp. A1, A10.
An Zhendong, deputy governor of Heilongjiang Province, was imprisoned and persecuted during radical Maoist periods, declared rehabilitated in 1979, and as a 1951 engineering graduate was given his present post in 1981. He and other intellectuals, formerly suspect, are needed to speed China's modernization. The 1982 census showed that .06 percent of China's population attended college while 23.5 percent were illiterate.

1619. Wren, Christopher S. "Peking Questions Mao's Views on Role of the Arts." NEW YORK TIMES, December 3, 1981, p. 9.

Speech by President Hu Qiaomu, Academy of Social Sciences, about the role of intellectuals and artists. Critical of Mao's "art must serve politics" slogan, Hu assured orthodox Marxists that "bourgeois liberalization" would not be allowed to replace all Maoist tenets.

1620. Yeh, Ch'ing. "TSEN-YANG TSO 'WEN-HUA YUN-TUNG'" (How to Establish a Cultural Movement). ERH-SHIH SHIH-CHI (TWENTIETH CENTURY), 1, 2 (1931), 1-11. In Chinese.

Criticizes Hu Shih's ideas about promoting China's future through a "literary revolution" and "freedom of thought." Compares China's new cultural movement with the European Renaissance and the eighteenth century Enlightenment. Concludes that China's cultural movement ought to change with the times and be guided by scientific methodology.

1621. Yuan, Chih-shen. "HSÜEH-AN T'I TS'AI YUAN LIU CH'U T'AN" (Preliminary Study of the Evolution of Intellectual History [HSÜEH-AN as a Genre]). SHIH YUAN, 2 (1971), 57-75. In Chinese.

First example of intellectual history (called HSÜEH-AN) was 62-volume collective biography of 200 philosophers of the "Rationalism school," 1676. A somewhat similar T'ang era work was about 200 eminent monks. The most significant later HSÜEH-AN was a 208-volume work about 1,169 intellectuals of the Ch'ing period.

Chapter 28

JAPAN'S INFLUENCE: SINO-JAPANESE WARS

1622. Abend, Hallett Edward, and Anthony J. Billingham. CAN CHINA SURVIVE? New York: Ives Washburn, 1936.

How students and educators, including Hu Shih, suffered because of Japanese aggression. Summarizes educational accomplishments despite the Japanese threat.

1623. Bates, Miner Searle. "The Task of Education in China." PACIFIC AFFAIRS, 19, 2 (June 1946), 131-45.

War with Japan disrupted schooling. Schools kept open had ill-trained teachers with scant equipment. Prospects for recovery were dim because of shortage of teachers and teaching materials, lack of aims appropriate to nationalism, and growing Communism.

1624. Bays, Daniel H. "Chinese Government Policies Towards the Revolutionary Students in Japan After 1900: Reassessment and Implications." JOURNAL OF ASIAN HISTORY, 7, 2 (1973), 153-77.

Challenges the belief that Chinese students in Japan after 1900 greatly affected the weakening and collapse of the Manchu dynasty. Instead, the Ch'ing government wooed these students, many of whom lost revolutionary fervor and eventually joined the establishment.

1625. Chen, H.C. "Education of the Refugees in Shanghai." CHINA QUARTERLY, 3, 1 (Winter 1937-38), 85-87.

Wartime education of refugees in foreign-protected areas of Shanghai. The Shanghai International Red Cross designed and implemented schooling for children and adults as well as vocational education.

1626. Chen, Li-fu. "Chinese Culture and Education During the Last Three Years." CHINA QUARTERLY, 5 (Winter 1939-Autumn 1940), 611-27.
Describes great effort to continue education by moving schools and colleges inland to escape Japanese occupation.

1627. Chen, Li-fu. CHINESE EDUCATION DURING THE WAR (1937-42). Chungking: Ministry of Education, 1942.
Analyzes war damage, emergency relief, and progress made in education at all levels as China emphasized character cultivation, intellectual development, and physical culture.

1628. Chen, Theodore H.E. "The Seventh Year Finds China's Schools Still Growing." NATION'S SCHOOLS, 32, 4 (October 1943), 22-24.
Despite Japanese wartime destruction, students and teachers trekked inland and continued schooling. Most of the education budget went to literacy and primary education.

1629. Freyn, Hubert. CHINESE EDUCATION IN THE WAR. Shanghai: Kelly and Walsh, 1940.
Transfer inland of many universities to escape Japanese occupation and the efforts to continue programs of vocational education and mass education.

1630. Gillin, Donald George. "China and the Foreigner, 1911 to 1950." SOUTH ATLANTIC QUARTERLY, 68, 2 (1969), 208-19.
Education was greatly influenced by missionaries (10,000 in 1925) and by the Japanese who, after the 1937 occupation, urged schools to emphasize hatred of non-Orientals.

1631. Han, Lih-wu. "Education." THE CHINESE YEAR BOOK

1944-1945. Shanghai: China Daily Tribune Publishing Co., ⌊1944⌋, pp. 771-94.
Stresses the war's damage to education. Includes statistics on numbers of educational institutions operating at all school levels.

1632. Hirano, Ken'ichirō. "MANSHŪ NI OKERU NIPPON NO KYŌIKU SEISAKU, 1906 NEN-1931 NEN" (Japanese Educational Policies in Manchuria, from 1906 to 1931). AZIYA KENKYŪ, 15, 3 (October 1968), 24-52. In Japanese.
Japanese education in Manchuria during 25 years before the Manchurian incident.

1633. Huang, Fu-ch'ing. "SHINMATSU NI OKERU RYŪNICHI GAKUSEI HAKEN SEISAKU NO SEIRITSU TO SONO TENKAI" (The Formation and Development of Policy on Dispatch of Chinese Students to Japan in the Late Ch'ing Era). SHIGAKU ZASSHI, 81, 7 (1972), 37-65. In Japanese.
After 1899, when the Ch'ing rulers approved sending students to Japan, their numbers increased rapidly. As revolutionary ideas became rampant, the dynasty opened an office in Japan to supervise Chinese students, some of whom were enrolled in military academies.

1634. Huang, Fu-ch'ing. "TOA DOBUN KAI—JIH-PEN TSAI HUA WEN-CHIAO HUO-TUNG YEN-CHIU CHIH I" (TOA DOBUN KAI—A Study of Japan's Educational and Cultural Activities in China). BULLETIN OF THE INSTITUTE OF MODERN HISTORY, ACADEMIA SINICA, 5 (1976), 337-68. In Chinese.
Educational and cultural activities of a Japanese society, TOA DOBUN KAI, in China, 1900-45: it published many specialized studies, established several academies primarily for Japanese students, and aided the Japanese government in collecting strategic information about China.

1635. Iriye, Akira. "Toward a New Cultural Order: The HSIN-MIN HUI." THE CHINESE AND THE JAPANESE: ESSAYS IN POLITICAL AND CULTURAL INTERACTIONS. Edited by

Akira Iriye. Princeton, NJ: Princeton University Press, 1980, pp. 254-74.

After Japan occupied north China, the HSIN-MIN HUI (People's Renovation Society) favored Sino-Japanese collaboration as the basis for an anti-Western greater Asian movement, guided education policy, opened schools, and extended its influence with the help of over three and a half million members.

1636. Kiang, Wen-han. "Student Life in Wartime China." CHINA QUARTERLY, 5 (Winter 1939-Autumn 1940), 47-55.

Although many university students moved west to escape the Japanese, others congregated in crowded foreign-protected areas (Shanghai and Hong Kong), while still others remained in occupied areas (especially Peking).

1637. Ku, Yü-hsiu. "Education." THE CHINESE YEAR BOOK 1938-39 ISSUE. Chungking: Council of International Affairs, 1939, pp. 629-47.

Describes devastating education losses caused by war with Japan and military training programs in schools. Includes the 17 articles on wartime education adopted at the 1938 Kuomintang National Congress.

1638. Kukushkin, K.V. "BOR'BA KOMMUNISTICHESKOI PARTII KITAIA ZA EDINYI NATSIONAL'NYI FRONT (1935-1937 GG)" (The Struggle of the Communist Party of China for a Single National Front in 1935-37). VOPROSY ISTORII, 2 (1956), 53-68. In Russian.

The All-China Student League, under Communist influence, played an important role in agitating for a united front with Chiang Kai-shek in resisting Japanese advances in China.

1639. Lacy, Carleton. "Immigrant Colleges and Middle Schools." CHINESE RECORDER, 71, 9 (September 1940), 557-66.

Problems and consequences of moving many universities and colleges westward and southwestward to escape the Japanese during the Sino-Japanese war: great expense, change in constituency, and need to adjust curriculum.

1640. Meng, Chih. "Japan's War on Chinese Higher Education." FOREIGN AFFAIRS, 16, 2 (January 1938), 351-54.

Because 84 percent of China's 499 universities and cultural institutions were located along the east coast, easily accessible to invaders, the Japanese occupied almost 25 percent of them. Some educators moved universities inland to such centers as Sian and Changsha. U.S. influence on China's universities was threatened by growing Japanese power.

1641. Sanetō, Keishu. NIPPON BUNKA NO SHINA E NO EIKYŌ (THE INFLUENCE OF JAPANESE CULTURE ON CHINA). Japan: Keisetsu Shoin, 1940. In Japanese.

Influence of Japanese literature in China and Chinese students in Japan; discusses Meiji criticism of Confucianism and aspects of cultural cooperation.

1642. Sanetō, Keishu. CHUGOKUJIN NIHON RYUGAKUSHI (STUDY OF THE HISTORY OF CHINESE STUDENTS IN JAPAN). Tokyo: Kuroshio Shuppan, 1960. In Japanese.

Cultural, historical, sociological, and politico-historical study of Chinese students in Japan, 1896-1947.

1643. Scalapino, Robert A. "Prelude to Marxism: The Chinese Student Movement in Japan." APPROACHES TO MODERN CHINESE HISTORY. Edited by Albert Feuerwerker et al. Berkeley: University of California Press, 1967, pp. 190-215.

Chinese students in Japan, 1900-10, and their reaction to the alternatives of reform or revolution in China.

1644. Tsu, Y.Y. "Japanese Destruction of Chinese Cultural Institutions." CHINA QUARTERLY (Special Fall Number 1937), 675-80.

Extensive destruction by Japan; estimates the value of schools, universities, and other institutions destroyed in Shanghai alone at almost $11 million.

1645. Wang, Feng-gang. JAPANESE INFLUENCE ON EDUCATION REFORM IN CHINA, FROM 1895 TO 1911. Peking: Authors Book Store, 1933.

JAPAN'S INFLUENCE: SINO-JAPANESE WARS

Japan was the main impetus and predominant influence for westernizing China, 1895-1911. The Sino-Japanese War, 1895, convinced progressive Chinese that their educational system needed reform. The emperor and his advisors in 1898 proposed a complete new school system, but their opponents (Empress Dowager and conservatives) overthrew the emperor and took power. After the 1900 Boxer Rebellion, reform became inevitable. The 1904 school reform plan, modeled after Japanese education, was followed in 1905 by a ministry of education and abolition of civil service examinations. Japanese teachers and materials were used; many Chinese studied in Japan. Only after 1911 did China turn from Japan to Europe and the U.S. for educational ideas.

1646. Yung, Ying-yue. "SHINMATSU KINDAIKA NI OKERU TAINICHI RYUGAKUSEI NO HAKEN" (Chinese Students in Japan During the Modernization in the Late Ch'ing Period). AJIA KENKYŪ, 26, 4 (1980), 69-94. In Japanese.

Chinese students in Japan, 1895-1911, exposed to Western learning, on their return hastened reform.

Chapter 29

LANGUAGE REFORM AND CHINESE LANGUAGE TEACHING

1647. Ai, J.W. "A Report on Psychological Studies of the Chinese Language in the Past Three Decades." JOURNAL OF GENETIC PSYCHOLOGY, 76 (1950), 207-20.

Problems affecting Chinese language teaching include discrepancy between actual usage and dictionaries and complexity of written Chinese forms. Describes attempts to simplify the Chinese language and thus hasten learning by the beginning student.

1648. Ai, W. "The Measurement of Chinese Characters." MONOGRAPH OF PSYCHOLOGY AND EDUCATION, NATIONAL CENTRAL UNIVERSITY, 1, 2 (1934), 1-96.

Found in a study of 3,580 elementary and secondary students in Nanking and Hangchow that Chinese characters were learned most rapidly in grades one-four, rote memory was used to learn pronounciation, and boys scored much better than girls.

1649. Alitto, Susan Biele. "The Language Issue in Communist Chinese Education." COMPARATIVE EDUCATION REVIEW, 13, 1 (February 1969), 43-59.

Language reform in Communist China attempts to achieve unification and to overcome "counterrevolutionary" ideas through the use of the vernacular as the national standard. Specific language reform programs are analyzed.

1650. Chang, Raymond, and Margaret Scrogin Chang. SPEAKING OF CHINESE. London: Andre Deutsch, 1980.

About the Chinese language, including origins, adaptation to the modern world, and ways it meets technical and other needs.

1651. Chen, H.C. "Latinization of the Chinese Language." CHINA QUARTERLY, 3, 1 (Winter 1937-38), 155-66.

Attempts to simplify written Chinese to aid literacy. Describes the vernacular language movement, phonetic signs movement, national Romanization, and Latinization.

1652. Chen, S.H. "Language and Literature Under Communism." CHINA: A HANDBOOK. Edited by Yuan-li Wu. New York: Praeger, 1973, pp. 705-35.

Language reform is discussed but literature is stressed.

1653. Cheng, Chin-chuan. "Chauvinism, Egalitarianism, and Multilingualism: China's Linguistic Experience." STUDIES IN LANGUAGE LEARNING, 1, 2 (1976), 41-58.

Because Confucianism was not conducive to a multilingual society, an inequality of languages arose as China expanded her borders. Since 1949 the Communists have guaranteed minority languages. For national unity, they have promoted one standard among the majority Han group's eight dialects, yet claim to encourage multilingualism.

1654. Cheng, Chin-chuan. "Language Reform in China in the Seventies." WORD, 30, 1-2 (1979), 45-57.

Chinese language reform (1958) called for character simplification; popularization of the standard language (PUTONGHUA) in Han areas; and popularization of PINYIN, Chinese phonetic writing using the Latin alphabet. In 1979 PUTONGHUA was not yet standard in all Han schools. Students spend as much as one-third of their time on Chinese script. The goal for the first two grades is to learn 2,500 characters.

1655. Chou, Kuo-p'ing. "Red China Tackles Its Language Problem." HARPER'S MAGAZINE, 219, 1310 (July 1959), 49-54.

How the Communists are trying hard to teach 600 million people to speak and write a common tongue.

1656. Coulmas, Florian et al. "SPRACHWISSENSCHAFT IN CHINA. BERICHTE ÜBER EINE INFORMATIONSREISE IM SEPTEMBER 1980" (Language and Linguistics in China: Report of a Study Tour in September 1980). LINGUISTISCHE BERICHTE, 73 (1981), 70-91; 74 (1981), 45-81. In German.

West German visitors describe language policy, foreign language influence, bilingualism, writing and language reform, and minority languages since the Cultural Revolution.

1657. DeFrancis, John Francis. "Mao Tse-tung and Writing Reform." PERSPECTIVES ON A CHANGING CHINA: ESSAYS IN HONOR OF PROFESSOR C. MARTIN WILBUR ON THE OCCASION OF HIS RETIREMENT. Edited by Joshua A. Fogel and William T. Rowe. Boulder, CO: Westview Press, 1979, pp. 137-54.

Writing reform, though urged by Mao, was influenced more by intellectuals and other reformers than by Mao.

1658. DeFrancis, John Francis. NATIONALISM AND LANGUAGE REFORM IN CHINA. Princeton, NJ: Princeton University Press, 1950.

Political and technical implications of the movement to alphabetize Chinese.

1659. Ferguson, Charles A. "Applied Linguistics in China." LINGUISTIC REPORTER, 17, 4 (April 1975), 3, 10.

Language study is application-oriented, minority languages are not used in schools, and conversation topics in foreign language classes are about the Chinese rather than foreign culture.

1660. Ferguson, Charles A. "Linguistics Serves the People: Lessons of a Trip to China." ITEMS, 29, 1 (March 1975), 5-8.

With numerous mutually unintelligible spoken languages, China has striven for language reform and simplified writing.

School books are published in several languages, and all language research is problem-oriented.

1661. Grootaers, Willem A. "Language Study in China (1951-1952)." ORBIS, 2, 1 (1953), 165-75.

Problems the Communists faced in promoting a basic vocabulary for mass literacy and in urging study of the languages of minority peoples.

1662. Hayhoe, Ruth. "Written Language Reform and the Modernization of the Curriculum: A Comparative Study of China, Japan, and Turkey." CANADIAN AND INTERNATIONAL EDUCATION, 8, 2 (1979), 14-33.

Suggests that China, still struggling for a satisfactory language reform pattern, might use both the ideographic and phonetic scripts.

1663. Jourdain, Robert. "LA RÉFORME DU LANGAGE ET DE L'ÉCRITURE EN CHINE" (The Reform of Language and Writing in China). CAHIERS DE L'INSTITUT DE LINGUISTIQUE, 2, 3 (1973-74), 103-12. In French.

Analyzes linguistic and political aspects of Chinese language reform.

1664. Kwong, Julia Chak-sin. "Changing Political Culture and Changing Curriculum: An Analysis of Language Textbooks in the People's Republic of China." SOCIOLOGICAL ABSTRACTS S16177 (August 1984), 42.

Compared elementary school language textbooks used in the early 1970s and the late 1970s. The former idealize the "socialist person" and the latter idealize the ambitious dedicated scientist who works for the motherland. Concluded that China's language textbooks do not act as an exact mirror but, instead, offer oblique images of what politics requires.

1665. Lehmann, Winfred P., ed. LANGUAGE AND LINGUISTICS IN THE PEOPLE'S REPUBLIC OF CHINA. Austin: University of Texas Press, 1975.

Theories and methods used in the teaching of Chinese, ethnic minority languages, and foreign languages. Also, on schools for the deaf.

1666. Lin, Shou-ying. "Changes and Reform in the Language of the New China." JOURNAL OF THE CHINESE LANGUAGE TEACHERS ASSOCIATION, 12, 3 (October 1977), 210-14.

Language reforms begun: new phonetization methods used in elementary education, character simplification, and romanization of the written language.

1667. Lo, J. Shan-pao. "Romanization and Language Reform in China." MALAYSIAN JOURNAL OF EDUCATION, 10, 1-2 (1973), 53-59.

History of attempts to phoneticize Chinese. Since 1949 language reform has been a high priority. The government accepted the PINYIN system.

1668. Lum, John B. "Bilingual Policies in the People's Republic of China." STUDIES IN COMPARATIVE INTERNATIONAL DEVELOPMENT, 11, 1 (Spring 1976), 88-98.

Bilingualism took three forms: native Chinese speakers of nonofficial dialects learning the official dialect, native Chinese speakers learning foreign languages, and non-Chinese speakers learning any language other than their native tongue. Ethnic minority culture was encouraged.

1669. Magner, Thomas F. "The Latin Alphabet and the Languages of China." JOURNAL OF GENERAL EDUCATION, 26, 3 (Fall 1974), 205-18.

Reviews reasons for retaining and simplifying China's ideographic script and for using the Latin alphabet. Most pressure for change has been to aid literacy. However, the old script carries ancient culture while complete Latinization might heighten ethnic differences. Predicts rising use of the PINYIN alphabet along with traditional characters.

1670. Magner, Thomas F. "The Study of Foreign Languages in China." MODERN LANGUAGE JOURNAL, 58, 8 (December 1974), 384-91.

Teaching methods, textbooks, and curriculums used in school and college courses in foreign languages (and Chinese dialects). English has replaced Russian as China's main second language.

1671. Mathews, Jay. "Return of Examination System in China Renews Interest in Study of Language." WASHINGTON POST, December 18, 1979, p. A16.

Quality of written Chinese, which declined during the Cultural Revolution, has renewed importance in a country with many dialects, most of which share a common written language.

1672. Milsky, Constantin. "New Developments in Language Reform." CHINA QUARTERLY, 53 (January-March 1973), 98-133.

Language reform arguments: Mao's insistence on a Chinese alphabet; scholars' preference for romanization.

1673. Purcell, Victor. PROBLEMS OF CHINESE EDUCATION. London: Kegan Paul, Trench, Trubner, 1936.

Focusing on the Chinese language, describes ancient education and its evolution. Assesses the West's impact and the search for appropriate educational goals. Contends that the Chinese language is inadequate for teaching Western ideas. Proposes that curriculum combine traditional and modern subjects.

1674. Serruys, Paul L.M. SURVEY OF THE CHINESE LANGUAGE REFORM AND THE ANTI-ILLITERACY MOVEMENT IN COMMUNIST CHINA. Berkeley: University of California Press, 1962.

Shows the mid-1950s shift from alphabetization toward character simplification in language reform.

1675. Seybolt, Peter J., ed. "Debate on Language Reform, 1957-58." CHINESE EDUCATION, 10, 3-4 (Fall-Winter 1977-78), 1-215.

Articles on language reform, originally published 1957-58 during the Hundred Flowers campaign, reflect Communists' long-time aims of nationalizing the Peking dialect and promoting a phonetic alphabet (PINYIN).

1676. Seybolt, Peter J., and Gregory Kuei-ke Chiang, eds. LANGUAGE REFORM IN CHINA: DOCUMENTS AND

COMMENTARY. New York: Sharpe, 1979.
History and politics of the language reform movement, 1949-78, through 48 translated documents. Covers criticism during the Hundred Flowers era and subsequent reaction.

1677. Tchou, David Mamo. "LA RIFORMA DELLA LINGUA IN CINESE" (Language Reform in China). MONDO CINESE, 2, 6 (1974), 27-42. In Italian.
History of language reform in China from first contacts with the West to recent Communist times. Language uniformity, an aid to literacy, has been important in China since antiquity to help unify the country.

1678. Tu, Sung-sou. "LU HSÜN YU WEN-HSUEH KAI-KO" (Lu Hsün and the Language Reformation Movement). CHUNG-KUO YU-WEN, 52 (1956), 31-33. In Chinese.
Lu Hsün (pseudonym of Chou Shu-jen, 1881-1936) led in promoting language reform and using the vernacular in literature and education.

1679. Wang, Erh-min. "CHUNG KUO CHIN TAI CHIH SHIH P'U CHI HUA CHIH TZU CHIAO CHI KUO YÜ YÜN TUNG" (Self-Awakening Through Popularization of Modern Knowledge and the National Language Movement in China). BULLETIN OF THE INSTITUTE OF MODERN HISTORY, ACADEMIA SINICA, 11 (1982), 13-45. In Chinese.
Nineteenth and early twentieth century intellectuals saw China's lack of a common language as a weakness. They urged various reforms including romanization and even Esperanto.

1680. Wang, John B. "Language and Ideology," MALT BULLETIN, 23, 1 (Winter 1978), 5-10. ERIC ED 149 635.
Survey of drastic linguistic reform Communists undertook to spread literacy and, with it, Communist ideology.

1681. Wichner, Friedrich. "EIN CHINESISCHES SCHÜLERLEXIKON" (A Chinese School Dictionary). ARCHIV FÜR SCHREIB-UND BUCHWESEN, 3, 2-3 (July 1929), 95-99. In German.

In 1915, Commercial Press, Shanghai, published a Chinese student dictionary which had 70 editions in 13 years. The Revolution led in 1912 to the NEW DICTIONARY and SOURCE OF THE EXPRESSIONS, to which had been added a third work.

Chapter 30

LEADER (CADRE) EDUCATION

1682. Chao, K.C. "Mass Organizations in Mainland China." AMERICAN POLITICAL SCIENCE REVIEW, 48, 3 (September 1954), 752-65.

Cites propaganda and indoctrination used in many mass organizations and explains recruitment, structure, and training of cadres (grass-roots Communist leaders).

1683. Chinese Communist Party. "Resolution of the Central Committee of the Chinese Communist Party on the Education of Cadres in Service, February 28, 1942." MAO'S CHINA: PARTY REFORM DOCUMENTS, 1942-44. Seattle: University of Washington Press, 1952, pp. 80-87.

Nine points clarify cadre education, especially working cadres, who need to study their jobs, understand politics, and improve their cultural level.

1684. Chinese Communist Party. "Resolution of the Central Committee of the Chinese Communist Party on the Yenan Cadre School." Communique of the Political Bureau, December 17, 1944. MAO'S CHINA: PARTY REFORM DOCUMENTS, 1942-44. Seattle: University of Washington Press, 1952, pp. 74-79.

Students must apply Marxist-Leninist objectives in solving practical problems. Objectives of special schools: Central Research Institute, Central Party School, Military Academy, Yenan University, Lu Hsün Art Academy, and Natural Sciences Academy.

1685. "Classes for New Worker-Cadres." PEKING REVIEW, 16, 47 (November 23, 1973), 23.

Shanghai Trade Union Council classes for newly recruited worker cadres last about three months, are political in content, and are combined with normal work of five or six half-days a week.

1686. "The Great Cultural Revolution Will Shine Forever: Mass Movement to Study Theory by Workers, Peasants and Soldiers." PEKING REVIEW, 19, 32-33 (August 9, 1976), 20-22.

Report of theoretical study courses run by party organizations nationwide to train activists at all levels.

1687. Hai, Yen et al., eds. "The Situation at K'angta." CHINESE EDUCATION, 6, 1 (Spring 1973), 1-118.

K'angta was the popular abbreviation of the Resist Japan Military and Political University, the most widely known Communist cadre training institution during the war, 1937-45. The more than ten contributors' educational ideology was endorsed for emulation during the late 1960s.

1688. Harding, Harry. ORGANIZING CHINA: THE PROBLEM OF BUREAUCRACY 1949-1976. Stanford, CA: Stanford University Press, 1981.

Communist policy of recruiting officials on the basis of political reliability has worked well but has caused stifling conformity, low-level management skills, and widespread cynicism about shifts in Party line. During the Cultural Revolution, May 7th cadre schools reeducated bureaucrats in ideology and physical labor. But China is still short of well-trained officials.

1689. Hofheinz, Roy, Jr. THE BROKEN WAVE: THE CHINESE COMMUNIST PEASANT MOVEMENT, 1922-1928. Cambridge, MA: Harvard University Press, 1977.

The peasant revolution, 1922-28, failed because the Communists, who had not laid adequate political foundation for it, only gradually recognized the importance of peasant support. Mao was briefly principal of the Peasant Movement

Institute (1924-28), which trained peasant organizers in three-month courses. Its curriculum emphasized military training, practical political experience in adjacent peasant areas, and knowledge of party principles. In contrast to Whampoa Academy, many of whose 7,000 graduates became famed leaders, none of the Peasant Institute's 1700 graduates rose to top positions.

1690. Lewis, John Wilson. LEADERSHIP IN COMMUNIST CHINA. Ithaca, NY: Cornell University Press, 1963.

Describes leadership training intended to transmit revolutionary fervor to the next generation.

1691. Morgan, Maria Chan. "Controlling the Bureaucracy in Post-Mao China." ASIAN SURVEY, 21, 12 (December 1981), 1223-35.

The 1977-80 anti-bureacratic campaign attempted to improve the administrative performance of incompetent, aging cadres. Present leaders are unlikely to streamline the bureaucracy because of a shortage of skilled personnel.

1692. Price, Jane L. "Revolution, Nation-Building, and Chinese Communist Leadership Education During the Sino-Japanese War." PERSPECTIVES ON A CHANGING CHINA: ESSAYS IN HONOR OF PROFESSOR C. MARTIN WILBUR ON THE OCCASION OF HIS RETIREMENT. Edited by Joshua A. Fogel and William T. Rowe. Boulder, CO: Westview Press, 1979, pp. 197-216.

Describes education institutions the Communist Party founded in the late 1930s to train military and political leaders and technical personnel. In 1942 a hint of the "red versus expert" controversy was attacked by the rectification movement.

1693. Ray, Dennis M. "China's New Patterns of Social Stratification." AUSTRALIAN JOURNAL OF POLITICS AND HISTORY, 16, 3 (1970), 334-42.

Emergence of government cadres as an elite, separated from the masses by material, educational, and political advantages. Such elitism contradicts the Revolution's egalitarian ideology. Mao attacked the new social stratification.

1694. Vogel, Ezra F. "From Revolutionary to Semi-Bureaucrat: The 'Regularisation' of Cadres." CHINA QUARTERLY, 29 (January-March 1967), 36-60.

The role of cadres, first organized in the 1920s, changed fundamentally after 1949. Describes their training and study groups.

1695. Wang, Shu-shin. "The Problem of Cadres in China." CHINA REPORT, 17, 3 (May-June 1981), 3-12.

Organizational, administrative, and management reforms are under way among cadres, some of whom resist these changes. Cadre reform depends on, among other things, popularization of education and trust in intellectuals.

1696. Wu, Kung-wen. "Training Worker-Cadres is a Task Entrusted to Us by History." PEKING REVIEW, 16, 31 (August 3, 1973), 14-15.

Stresses the importance of training worker-cadres as an aspect of class struggle.

Chapter 31

LEGAL EDUCATION

1697. Blume, William Wirt. "Legal Education in China." CHINA LAW REVIEW, 1, 7 (October 1923), 305-11.

The only government law school, 1923, was at Peking National University. The government first supported modern legal education in 1895 at Pei-yang University, Tientsin. Mission law schools were at Aurora University, Shanghai (French Jesuit), and Soochow University (U.S. Protestant). Problems of legal education included recruiting people with sound general education and moral character and providing a suitable curriculum.

1698. Gérardin, André. "L'ENSEIGNEMENT DU DROIT CIVIL COMPARÉ À L'UNIVERSITÉ L'AURORE" (The Teaching of Comparative Civil Law at Aurora University). BULLETIN DE L'UNIVERSITÉ L'AURORE, 8, 29 (1947), 119-35. In French.

1699. K., M. "I URIDICHESKAIA NAUKA ZA RUBEZHOM V KITAISKOI NARODNOI RESPUBLIKE" (Study of Law in the People's Republic of China). SOVETSKOE GOSUDARSTVO I PRAVO, 2 (February 1957), 142-43. In Russian.

1700. Lee, Luke T.C. "Towards an Understanding of Law in Communist China." SYMPOSIUM ON ECONOMIC AND SOCIAL PROBLEMS OF THE FAR EAST. Edited by E. F.

Szczepanik. Hong Kong: Hong Kong University Press, 1962, pp. 335-52.

Legal education, completely altered after 1949 and much influenced by the U.S.S.R., evolved gradually. The Party, not the courts, in 1959 was resolving contract disputes, and use of informal settlement procedures has continued.

1701. Li, V.H. "Law and Penology: Systems of Reform and Corrections." PROCEEDINGS OF THE ACADEMY OF POLITICAL SCIENCE, 31, 1 (1973), 144-56.

Believing that criminals are reformable, China relies on simply expressed rules of behavior and on peer pressure from the many groups to which each Chinese belongs (housing, work, other groups). Small group peer pressure quickly detects, instructs, and corrects deviant tendencies.

1702. "Training Personnel in Political Science and Law." BEIJING REVIEW, 22, 23 (June 8, 1979), 6-7.

Describes programs for speeding up training in political science and law in order to consolidate the legal system.

Chapter 32

LIBRARIES

1703. Aronpuro, Kari. PEKINGIN YLIOPISTON KIRJASTOSSA" (University of Pekin Library). KIRJASTOLEHTI, 64, 12 (1971), 480. In Finnish.

Found (1971) that Peking University Library had about 2,700,000 books (1,900,000 in Chinese); 100,000 volumes of newspapers and periodicals; and received about 710 scientific journals.

1704. Barclay, John. "China: Libraries 'Serve the People.'" AUSTRALIAN LIBRARY JOURNAL, 27, 4 (March 17, 1978), 54-63.

Visitor (1976) tells of China's library system, library schools, and representative libraries in teachers' colleges, universities, and other schools.

1705. Bishop, Enid. "University Libraries in China: Some Personal Observations." AUSTRALIAN ACADEMIC AND RESEARCH LIBRARIES, 5, 1 (March 1974), 25-28.

Found university libraries (Peking, Liao-ning, and Chung-shan Universities) similar to Australia's in organization, services, facilities, and methods; but little reference help, no automation, only two full-scale library schools, and few fully trained librarians.

1706. Brewer, J.G. "Libraries in China: A Comparative View." LIBRARY ASSOCIATION RECORD, 70, 5 (May 1968), 124-27.

From mid-nineteenth century West influenced libraries. After 1949, with strong Russian influence, they spread literacy and ideology. Academy of Sciences has 113 libraries and 5.5 million volumes; in 1957 a Council of Scientific Libraries was formed.

1707. Broadbent, Kieran P. "Modernization of Information Services in the People's Republic of China." JOURNAL OF INFORMATION SCIENCE, 3, 5 (November 1981), 227-33.
Overview of library and information services, mid-1960s to 1981; describes a program to translate Western materials into Chinese.

1708. Castagna, Edwin. "A Visit to Two Chinese Libraries." WILSON LIBRARY BULLETIN, 52, 10 (June 1978), 789-92.
Saw effects of the Cultural Revolution at Peking University Library and Shanghai Municipal Library.

1709. Chang, Chinlang. "Compilation of Union Catalogs in China—Looking Back and Looking Ahead." NATIONAL CENTRAL LIBRARY BULLETIN, 5, 3-4 (December 1972), 1-10.
Among union catalogs published, 1927-71, the largest was for periodicals published in China: 19,115 entries, 1833-1949.

1710. Chen, Tsu-lung. "Yüan T'ung-li." T'OUNG PAO, 52, 1-3 (1965), 154-59.
Yüan (1895-1965), who eventually settled in the U.S., helped organize the Chinese Library Association, and in 1929 became head of the Chinese National Library.

1711. Chi, Cheng. "Libraries in China Today." LIBRI, 9, 2 (1959), 105-10.
Librarian, National Library, Peking, describes expansion of library service after 1949. By June 1958 490 public libraries were under the Ministry of Culture.

1712. Chiang, Fu-tsung. "The Beginning of Library Cataloguing in China." CHINESE CULTURE, 8, 4 (December 1967), 144-58.
Ancient origins of library cataloguing in China and later influences.

1713. Chiang, Fu-tsung. THE BOOK AND THE LIBRARY. 2 vols. Taipei: China Cultural Foundation, 1959.

Articles written after 1929 by the National Central Library director. Includes the history of book making and libraries, especially their educational function.

1714. Chiang, Fu-tsung. "ÜBERBLICK ÜBER DAS MODERNE CHINESISCHE BIBLIOTHEKSWESEN, MIT BESONDERER BERÜCKSICHTIGUNG DER NATIONALBIBLIOTHEK IN PEKING" (Survey of Modern Chinese Libraries, with Special Attention to the National Library in Peking). SINICA, 7, 2 (March 1932), 49-55. In German.

1715. Ch'iu, Alfred K'aiming. "Reminiscences of a Librarian and Bibliography of the Works of Dr. A. K'aiming Ch'iu." HARVARD JOURNAL OF ASIATIC STUDIES, 25 (1965), 7-15, 16-18.

Among Ch'iu's accomplishments was reorganization of the Yenching University (Peking) Library's cataloguing and classification scheme.

1716. Costantini, Vilma. "LA BIBLIOGRAFIA IN CINA" (Bibliography in China). ASSOCIAZIONE ITALIANA BIBLIOTECHE BOLLETINO INFORMAZIONI, 12, 2-3 (April-September 1972), 75-82. In Italian.

Studied history of Chinese library classification schemes as guide in organizing the Oriental collection, National Central Library, Rome.

1717. Evald, Pierre. "BIBLIOTEKAR, BIBLIOTEK OG UDDANNELSESPOLITIK I KINA" (Librarians, Libraries and Educational Policy in China). BIBLIOTEK, 70, 16 (1978), 420-24. In Danish.

Wuhan and Peking Universities offer three-year library courses; third-year students specialize in such fields as classifying Chinese books or classifying foreign books; and about 150 annually complete the program.

1718. Fang, Josephine Riss. "Chinese Libraries Carry Out Chairman Mao's Dictum: 'Serve the People.'" WILSON

LIBRARY BULLETIN, 49, 10 (June 1975), 744-49.
Collections, services, and staffing observed (1974) at Peking National Library; Shanghai Library; university libraries of Peking, Futan, Chiao Tung, Yunnan and Chung-shan; and Kwangtung Polytechnic Institute.

1719. Fang, Josephine Riss. "Contemporary Developments in Librarianship in the People's Republic of China." INTERNATIONAL LIBRARY REVIEW, 13, 2 (1981), 211-19.
Post-Mao changes: libraries again acquired large holdings in technical and scientific fields, social sciences, and literature. The Society of Chinese Libraries, formed 1978, is aiding development of academic and public libraries, including Peking's National Library.

1720. Fiske, Edward B. "Chinese Shopping for Library Books." NEW YORK TIMES, July 1, 1984, p. 10.
Ministry of Education ordered 14,000 scholarly science books in English using a World Bank loan and spent own funds for books in arts, history, and other fields. These are for over 750 university and college libraries. As in the U.S.S.R., research has been conducted at special institutes; encouraging university research is a move toward the U.S. model.

1721. Goldberg, Brigitte. "Libraries and Mass Communication in the People's Republic of China." SCANDINAVIAN PUBLIC LIBRARY QUARTERLY, 8, 2 (1975), 62-71.
Found radio to be the main medium, television in its infancy, and newspapers and magazines frequently read in libraries. Mass media are controlled and include bulletin boards and posters. Some facts on libraries and book publishing.

1722. Goldberg, Brigitte. "PEKING BIBLIOTEK" (Peking Library). BIBLIOTEK, 70, 4 (1975), 108-11. In Danish.
National Library, founded 1910, has nine million volumes (four million in foreign languages), has four classification systems and no subject catalog, holds seminars (special attention to Confucianism, 1974), and lends books to 400 other libraries.

1723. Goldberg, Brigitte. "KYINDEN BAERER DEN HALVE HIMMEL" (Woman Carries Half the Sky). BIBLIOTEK, 70, 6 (1975), 146-48. In Danish.

Visited libraries of Sian University and a factory, rural reading rooms/libraries used mainly for adult education, a children's library in Wuhan, and a Guilin district library.

1724. Greer, William R. "Christian Educators Returning to China." NEW YORK TIMES EDUCATION SUPPLEMENT, November 13, 1983, pp. 21-22.

The U.S. Protestant United Board of Christian Higher Education in Asia aids regional libraries at Sichuan University, Chengdu and Shanxi Teachers University, Xian, and assists social science and humanities scholars to study in Canada and the U.S.

1725. Gupta, R.K. "Academic Library Scene in the People's Republic of China and India." ANNALS OF LIBRARY SCIENCE AND DOCUMENTATION, 18, 4 (December 1971), 167-72.

China's academic libraries are better than India's because China encourages cooperation and coordination and Chinese people are more book conscious.

1726. Herbert, P.A. "From SHUKU to TUSHUGUAN: An Historical Overview of the Organization and Function of Libraries in China." PAPERS ON FAR EASTERN HISTORY, 22 (1980), 93-121.

China's centuries-old libraries, scholarly centers and repositories of traditional learning, limited their holdings to Confucian, Buddhist, Taoist, and other "higher" forms of literature. Access was limited to the scholar class until 1912, when libraries became tools for mass education.

1727. Hinrup, Hans J. "DE SOCIALISTISKE TANKER STYRKES VED KONFRONTATION MED REVISIONISTISK OG KAPITALISTISK TANKEGANG" (Socialist Thoughts are Strengthened by Confrontation with Revisionist and Capitalist Ideas). BIBLIOTEK, 70, 21 (1975), 525-26. In Danish.

Wuhan University Library had study groups on Chinese fiction, had 2,500 periodicals (1,000, foreign); and Shanghai College Library had 700 newspapers (300, foreign).

1728. Howard, Roger. "Libraries in the People's Republic of China." ASSISTANT LIBRARIAN, 67, 4 (April 1974), 54-57.

Most urban Chinese borrow books from their factory or office libraries. Peking University Library, recipient of five percent of the university budget, includes departmental collections. Libraries have closed shelves and a difficult cataloging system.

1729. Hsia, Tao-tai, and Kathryn Haun. "Communist Chinese Legislation on Publications and Libraries." QUARTERLY JOURNAL OF THE LIBRARY OF CONGRESS, 27, 1 (1970), 20-33.

Analyzes 17 laws and decrees to show how publishing and library services further political ends.

1730. Hsu Ting, Lee-hsia. "Chinese Libraries and Library Education, 1949-1980: Truth and Myth in the People's Republic of China." Paper presented at the Annual Conference of the American Library Association, San Francisco, June 1981. ERIC ED 214 516.

History of libraries under Communism. Changes within the Party have affected library operations and library education.

1731. Huang, George W. "Miss Mary Elizabeth Wood: Pioneer of the Library Movement in China." LIBRARY HISTORY REVIEW, 1, 4 (1974), 42-54.

Wood spent 35 years (1899-1935) in China establishing libraries and library training schools and collecting books for libraries.

1732. Kuo, Leslie T.C. "Communist China: Restoration and Expansion." LIBRARY JOURNAL, 87, 20 (November 15, 1962), 4133-34, 4136.

Survey of library service: National Library, Peking (six million books), nation's largest; Shanghai, largest municipal library; Peking University, largest university library.

1733. Ma, John T. "Libraries in the People's Republic of China Since 1949." WILSON LIBRARY BULLETIN, 45, 10 (June 1971), 70-75.

Library development has emphasized bibliographical control, centralized cataloging, special libraries, interlibrary loans, and compilation of union catalogs.

1734. Ma, John T. "BIBLIOTEK PÅ OFFENSIVEN: KINA EFTER 1949" (Libraries on the Offensive: China after 1949). BIBLIOTEKSBLADET, 56, 10 (1971), 281-84. In Swedish.

1735. Nelson, Diane M., and Robert B. Nelson. "The Red Chamber: Li Ta-chao and Sources of Radicalism in Modern Chinese Librarianship." JOURNAL OF LIBRARY HISTORY, 14, 2 (1979), 121-28.

Li Dazhao (Li Ta-chao), Peking University librarian (1918-20s), bought primarily Marxist books, attempted to radicalize students, and led in forming the Communist Party.

1736. Ohman, Einar. "KINESISKA KLASSIFIKATIONSSYSTEM FÖRR OCH NU" (Chinese Classifications Systems Formerly and Now). TIDSKRIFT FOER DOKUMENTATION, 33, 5 (1977), 67-72. In Swedish.

Various ways of classifying library materials: 2,000-year-old Chinese system was used until the early twentieth century; several Western systems were modified and applied; and since 1949 three purely Chinese classification systems have been developed.

1737. Repp, Joan M. "Kwangtung Teachers' College Library, People's Republic of China." INTERNATIONAL LIBRARY REVIEW, 10, 4 (October 1978), 407-10.

Description of the Kwangtung Teachers' College Library, which uses the new classification system; major divisions are identified by 22 letters of the Roman alphabet.

1738. Richnell, D.T., and Howard Nelson. "Libraries in the People's Republic of China: A Report of a Visit, June 1976." JOURNAL OF LIBRARIANSHIP, 9, 1 (January 1977), 1-16.

Training of librarians, organization of public and university library service, librarians' educational and political activities, and efforts to extend library service to the masses.

1739. Roy, Kuldip Kumar. "Earliest Forms of Libraries in China." LIBRARY HISTORY REVIEW, 1, 2 (June 1974), 43-83.

Official libraries and archives were widespread from ancient times, and librarians were trained. Invention of woodblock printing, developed in late ninth century A.D., prompted growth of smaller libraries and bookshops. Movable type printing (1050 A.D.) stimulated learning. By the fourteenth century, libraries used classification and cataloging systems.

1740. Steele, Colin. MAJOR LIBRARIES OF THE WORLD: A SELECTIVE GUIDE. London: Bowker Publishing Co., 1976.

Libraries described: Nanking Library, National Library of Peking, Peking University Library, Central Library of the China Academy of Sciences (Peking), Tsinghua University Library (Peking), and Shanghai Library. Describes history of library, special collections, hours, location, admission and use rules, reference, salesroom, guidebook, services available, catalogue, classification system used, and copying facilities.

1741. Symons, Berry. "The National Library of Peking: an Australian Librarian's View." AUSTRALIAN LIBRARY JOURNAL, 27, 6 (April 21, 1978), 88-90.

National Library, Peking, essentially a research collection, receives three copies of each book China publishes. In 1977 it had nine million volumes and 10,000 current serial titles (8,000 foreign) and was open to all Peking citizens.

1742. Tai, T.C. "Library Movement in China." BULLETINS ON CHINESE EDUCATION, 2, 3 (1923), 1-20.

Surveys nine years of library growth, includes the Education Ministry's 1915 library regulations, statistics on public and higher education libraries, and library schools opened or planned.

1743. Tell, Marianne. A NOTE ABOUT CHINA'S SCIENTIFIC AND TECHNOLOGICAL INFORMATION SYSTEM. Report No. TRITA-LIB-1102. Stockholm, Sweden: Royal Institute of Technology Library, 1980. ERIC ED 197 703.

Covers public libraries, libraries in schools, universities, factories, trade unions, military establishments, and research organizations, and the rebirth of a national library association after the Cultural Revolution.

1744. Tszen, San', and Pei Tun. "UCHASTIE ARKHIVOV V SOTSIALISTICHESKOM STROITEL'STVE NARODNOGO KITAIA" (The Role of Archives in Socialist Construction in the People's Republic of China). ISTORICHESKII ARKHIV, 5 (September-October 1959), 179-85. In Russian.

1745. Volchenkov, G.I. "ARKHIVNOE DELO V KITAISKOI NARODNOI RESPUBLIKE" (Archival Work in the People's Republic of China). SOVETSKOE KITAEVEDENIE, 4 (1958), 149-55. In Russian.

1746. Wang, Ling-ling. "The Library on the Chinese Mainland: Its Past and Present." ISSUES AND STUDIES, 13, 1 (1977), 91-106.

Development of libraries, 1956-76, and their role in political changes.

1747. Wang, S.W. "Impressions of Chinese Libraries and the Chinese Book Market." AUSTRALIAN ACADEMY OF RESEARCH LIBRARIANS, 5, 1 (March 1974), 19-24.

Libraries visited included National Library of Peking and Shanghai Library. Both use the same classification scheme, have no subject catalogs, have published good bibliographies and indexes, and supervise other libraries in their regions.

1748. Wang, Sing-wu. "A Brief Sketch of the Development of Modern Libraries in China." CHINESE CULTURE, 3, 4 (October 1961), 74-103.

Library movement, before 1937, was stimulated by the colloquial language movement (1917), the student movement of 1919, and the mass education movement (1920s). Types of libraries described: National Library, provincial libraries, county and city public libraries, school and college libraries, society and special libraries.

1749. Wang, You-mei, and A.R. Rogers. "Thirty Years of Library Development in the People's Republic of China." INTERNATIONAL LIBRARY REVIEW, 14, 4 (1982), 399-409.
Development of general and academic libraries since 1949.

1750. Wong, V.L. "Libraries and Book Collecting in China from the Epoch of the Five Dynasties to the End of Ch'ing." T'IEN HSI MONTHLY, 8, 4 (April 1939), 327-43.

1751. Wong, William Sheh. "The Development of Archives and Libraries in China: An Historical Account." LIBRI, 26, 2 (June 1976), 140-55.
History of archives from ancient times. Describes two early archives, one of which, 88 B.C.-23 A.D., produced China's first annotated bibliography and classified catalog.

1752. Wood, Frances. "Peking University Library." FOCUS ON INTERNATIONAL AND COMPARATIVE LIBRARIANSHIP, 7, 3 (1976), 27-28.
Peking University Library served 7,000 students and teachers with a closed access collection divided by subjects.

1753. WORLD GUIDE TO LIBRARIES: 4TH EDITION - PART 2: AFRICA, ASIA, OCEANIA, INDEX. New York: R.R. Bowker Co., 1974.
Lists 148 libraries, including address, founding year, number of books, type of library (public, national or state, research, university), and special collections.

1754. Wu, K.T. "The Development of Modern Libraries in China." CHINA QUARTERLY, 1, 3 (March 1936), 95-101.
Although libraries existed from antiquity, the first laws relating to libraries were passed in 1909. The Ministry of Education issued public library regulations in 1915 and 1930. Discusses growth of library collections and training of librarians.

LIBRARIES

1755. Xingyun, Luo. "Libraries and Information Services in China." JOURNAL OF INFORMATION SCIENCE, 6, 1 (March 1983), 21-31.

Historical overview of libraries and statistical description of information services.

Chapter 33

LITERACY AND ILLITERACY

1756. Beliaev, S.A. "KITAISKIE SOVETY I RABOTA PO LIKVIDATSII NEGRAMOTNOSTI V SOVETSKIKH RAIONAKH V 1931-1934 GG" (Chinese Soviets and Work to Liquidate Illiteracy in Soviet-Controlled Areas, 1931-34). VESTNIK LENINGRADSKOGO UNIVERSITETA: SERIIA ISTORII, IAZYKA I LITERATURY, 2 (1981), 107-11. In Russian.
Describes the literacy program in areas Communists controlled, 1931-34, where illiteracy was 80-90 percent.

1757. Buck, Pearl S. "Tell the People: Talks with James Yen about the Mass Education Movement." ASIA AND THE AMERICAS, 45, 1 (January 1945), 49-71.
Influence of U.S.-educated Chinese in the 1920s-30s mass education movement to spread literacy and improve rural life.

1758. "China: Literacy--A Massive Problem." LITERACY WORK, 4, 2 (October-December 1974), 41-64.
Assesses how China has tackled literacy and adult education and combined ideological content with rural development.

1759. Chou, S.K. EDUCATIONAL MEASUREMENTS IN THE MASS EDUCATION MOVEMENT, 1927-1934. Peking: Chinese National Association Mass Education Movement, Research Committee, Educational Psychological Report No. 1, 1935.

Achievement and intelligence tests of adults in literacy schools showed that those aged 25-45 learned almost as fast as did those aged 15-20. Report recommends steps for constructing standardized tests of such factors as the durability of adult learning.

1760. Chuang, Chai H. "Movement for Educating Illiterates in China." BULLETINS ON CHINESE EDUCATION, 2, 2 (1923), 1-22.
Education departments and higher education student volunteers are fighting illiteracy. Important leaders are T. E. Tong and Y.C. James Yen, who have prepared literacy textbooks.

1761. "Echoes from the East: Young China Goes to School." LIVING AGE, 350 (1936), 121-25.
The 10-year-old Ting Hsien (mass education) experiment led by Dr. Y.C. James Yen aimed at improving rural life has taught literacy with the "thousand-character" system, founded a People's Library and Farmers' Institute, produced plays, and maintained health clinics.

1762. Green, O.M. "Teaching China the Three R's." ASIATIC REVIEW, 28, 93 (January 1932), 114-22.
Y. C. James Yen, who taught Chinese workers in France during World War I to read, later chose a short basic vocabulary, and eventually launched a national literacy movement.

1763. Hanson, Hal. "Mass Education, China's Restless Giant." CHINA QUARTERLY, 1, 3 (March 1936), 23-36.
Pioneer adult literacy programs of Y. C. James Yen in Ting Hsien and elsewhere. Asks the National Ministry of Education for funds and leadership to combat Communism and the Japanese threat.

1764. Jan, G.P. "Mass Education in the Chinese Communes." ASIAN SURVEY, 4, 10 (October 1964), 1102-14.
Criticizes the Communists' early mass education campaign because of inadequate funding, too few teachers and facilities, and too fast pace. Its accomplishments: increased

technical literacy, increased technical understanding, and larger school enrollment.

1765. "Mao's Work Used in Literacy Drive: Workers and Peasants Given Crash Course in China." NEW YORK TIMES, April 18, 1971, p. 5.

Literacy course based on 600 Chinese ideograms used most frequently in Mao's works. Claim is that, by studying 200-300 hours during six months, illiterates can learn to read and understand Mao's works.

1766. Mitchison, Lois. CHINA IN THE TWENTIETH CENTURY. London: Oxford University Press, 1970.

Education section stresses Communist literacy programs.

1767. Ōkubo, Sōtarō. "KINDAI SHINA NO HEIMIN KYŌIKU UNDŌ, 'TEIKEN KAHOKU JIKKENKU' O CHŪSHIN TO SHITE" (The Popular Education Movement in Modern China, with Special Reference to 'the North China Experimental District in Ting-hsien'). TŌA JIMBUN GAKUHŌ, 2, 3 (December 1942), 353-400. In Japanese.

Experimental literacy campaign headed by Y. C. James Yen and aided by the Rockefeller Foundation in Ting-hsien, Hopei, from mid-1920s.

1768. Paulston, Rolland G. "ALFABETIZACION Y CAMBIO SOCIAL EN LA CHINA PRE-COMUNISTA" (Literacy and Social Change in Pre-Communist China). INFORMES DE CHINA, 3, 16 (April-June 1968), 37-46. In Spanish.

The nonformal mass education movement, 1922-49, included the 1920s literacy campaigns and the 1930s Ting Hsien rural reconstruction drive. Teachers were mobilized for change, but activities were mainly urban and were stopped when the Communist revolution intensified.

1769. Pope, Lillie. "Reading Instruction in Modern China." READING TEACHER, 35, 6 (March 1982), 688-94.

About a 1978 reading primer, reading methodology, and learning problems.

1770. Preparatory Committee of the Regional Study Conference on Fundamental Education. FUNDAMENTAL EDUCATION IN CHINA. Nanking: Ministry of Education, 1947.

Comprehensive report on the mass education movement, including language teaching, adult curricula and reading materials, administration, and comparative literacy statistics, 1936-46.

1771. Rawski, Evelyn Sakakida. EDUCATION AND POPULAR LITERACY IN CH'ING CHINA. Ann Arbor: University of Michigan Press, 1979.

Describes literacy programs, seventeenth-nineteenth centuries. Thesis is that literacy in late nineteenth century China exceeded that in most of preindustrial Europe. Depicts education in both traditional and contemporary Chinese contexts.

1772. Sheridan, E. Marcia. "Literacy-Language Reform in the People's Republic of China." Paper presented at the Indiana State Conference of the International Reading Association, Indianapolis, April 1980. ERIC ED 185 541.

China since 1949 has spread literacy by establishing a common dialect, simplifying Chinese characters, and developing a phonetic alphabet. Discusses methods and materials for teaching reading.

1773. Strang, Ruth. "The Contribution of the Psychology of Reading to International Co-operation." SCHOOL & SOCIETY, 67, 1727 (January 31, 1948), 65-68.

Literacy programs of China, U.S.S.R, and the U.S. illustrate the successful application of psychological principles.

1774. UNESCO. "The Card System of Teaching in China." QUARTERLY BULLETIN OF FUNDAMENTAL EDUCATION, 1, 2 (April 1949), 10-13.

Using cards to teach primary school children and adults to read emphasizes pupil activity and total learning.

1775. Wang, Hsüeh-wen. "A Study of Chinese Communist Education During the Kiangsi Period." ISSUES AND STUDIES, 9, 7 (1973), 59-73; 9, 8 (1973), 69-83; 9, 9 (1973), 68-81.

Discusses the Party's programs to combat illiteracy in the 1930s.

1776. Yen, Yu Chuen James. "How to Educate China's Illiterate Millions for Democracy in a Decade." BULLETINS ON CHINESE EDUCATION, 2, 15 (1923), 1-21.

National Young Men's Christian Association secretary and literacy leader cites use of the spoken language, phonetic script, and specific literacy campaigns (Changsha, Chefoo) as examples of the mass education movement.

1777. Yen, Yu Chuen James. "Mass Education in China." CHINESE STUDENTS MONTHLY, 24, 4 (February 1929), 171-77.

To aid mass education, 1,300 Chinese characters were chosen as essential for reading. Other steps: winning support from the intelligentsia, training teachers and administrators, providing textbooks, and adapting reading skills to everyday problems.

Chapter 34

LITERATURE

1778. Hsu, Kai-yu. CHINESE LITERATURE. New York: Asia Society, 1977. ERIC ED 148 913.

The centuries-long influence of the written Chinese language and Confucian literary criticism on Chinese literature was reversed by China's twentieth century social and political revolution.

1779. Lang, Olga. PA CHIN AND HIS WRITINGS: CHINESE YOUTH BETWEEN THE TWO REVOLUTIONS. Cambridge, MA: Harvard University Press, 1967.

Study of Pa Chin's essays and novels, favorites of the revolutionary generation of students and intellectuals, 1930-49.

1780. Page, John. "EL TESTIGO LITERARIO; LA FICCIÓN COMO TESTIMONIO HISTÓRICO EN CHINA, 1919-1949" (The Literary Witness: Fiction as Historical Evidence in China, 1919-49). ESTUDIOS DE ASIA Y ÁFRICA, 14, 3 (1979), 466-92. In Spanish.

Stories in CHINESE LITERATURE, 1919-39, contain much about students and other aspects of Chinese life.

1781. Scott, Dorothea Hayward. CHINESE POPULAR LITERATURE AND THE CHILD. Chicago: American Library Association, 1980. ERIC ED 191 052.

Historical survey of China's oral and written children's literature children. Topics: Chinese literature and its transmission from early times; myths, legends, and symbolism; and traditional education and the classics.

1782. Zhelokhovtsev, Aleksei N. "SOVREMENNAIA KITAISKAIA KUL'TURA I KLASSICHESKOE NASLEDIE KITAIA" (Contemporary Chinese Culture and China's Classical Heritage). NARODY AZII I AFRIKI, 2 (1981), 26-37. In Russian.

China in this century has gone from revering to despising its classics. Since Mao's death, cultural nationalism and a revival of intellectual traditions have emerged.

Chapter 35

MAO TSE-TUNG AND MAOISM IN EDUCATION

1783. Baum, Richard, and Frederick C. Teiwes. SSU-CH'ING: THE SOCIALIST EDUCATION MOVEMENT OF 1962-1966. Berkeley: University of California Center for Chinese Studies, 1968.

Educational changes, 1962-66, brought methods and goals into harmony with Maoist ideology.

1784. Ch'en, Jerome, ed. MAO'S PAPERS: ANTHOLOGY AND BIBLIOGRAPHY. London: Oxford University Press, 1970.

Excerpts from Mao's "Inscription for the Founding of the North Shensi Public School," "On Education—Conversation with the Nepalese Delegation of Educationists 1964," and others. In "On Education," Mao condemned long school courses, impractical curricula, and the ivory tower mentality of arts faculties.

1785. Chen, Theodore H.E. "Changes in Chinese Education." CURRENT HISTORY, 75, 439 (1978), 73-76, 80-82.

The principles of education Mao Tse-tung expressed in 1958 survived his death but some practices have changed.

1786. Chen, Theodore H.E. "Chinese Communist Education: The Three P's." FAR EASTERN SURVEY, 29, 6 (June 1960), 86-89.

The Central Committee and State Council in 1958 issued a Directive on Educational Work whose three Maoist principles called for education to be combined with productive labor, to serve political ends, and to contribute to the proletarian cause.

1787. Chen, Theodore H.E. "Education in Communist China." COMMUNIST CHINA, 1949-1969: A TWENTY-YEAR APPRAISAL. Edited by Frank Newton Trager and William Henderson. New York: New York University Press, 1970, pp. 175-98.

Characterizes pre-1966 education and the effects of the Cultural Revolution on schooling, and questions the long-term effects of Maoist policy.

1788. Chen, Theodore H.E. "The Maoist Model of Education: Origins and Ideology." ASIAN AFFAIRS, 3, 6 (July-August 1976), 384-400.

The Communists' first challenge to foreign models in education, 1958, continued in the Cultural Revolution assault on elitist academic standards, the Maoist demand for combining study with practical labor, and stress on "serving the people."

1789. Chou, Pai-yun. "Mao's Educational Ideology: A Probe of the 'Counterattack Against the Right Deviationist Wind.'" ISSUES AND STUDIES, 12, 5 (1976), 28-41.

General examination of Maoist education and China's educational plans.

1790. "Chronology of the Two-Road Struggle on the Educational Front in the Past Seventeen Years." CHINESE EDUCATION, 1 (Spring 1968), 3-58.

Translation of a May 1967 analysis of the struggle between the "proletarian education line" (Mao Tse-tung) and the "revisionist educational line" (Liu Shao-ch'i), 1949-67.

1791. Chu, Don-chean. CHAIRMAN MAO: EDUCATION OF THE PROLETARIAT. New York: Philosophical Library, 1980.

Mao's life, education, and work as a peasant teacher; traces his career as a revolutionary and describes his emerging concepts of work and education in terms of curriculum, ideology, teaching methods, and the role of teachers and students.

1792. Chuang, Ch'eng-yen. "Molding Youths in Mainland China." ISSUES AND STUDIES, 16, 4 (1980), 45-70.

Civic education (or political socialization) of youth was a prime goal of Mao Tse-tung, who believed youth were successors of the revolutionary cause. Schools, the Communist Youth League, and the rustication program taught radical Maoism to the young.

1793. Diény, Jean-Pierre. "LE MONDE EST À VOUS. LA CHINE ET LES LIVRES POUR ENFANTS" (THE WORLD IS YOURS. CHINA AND BOOKS FOR CHILDREN). Paris: Collection Témoins, Gallimard, 1971. In French.

How Mao's concepts were taught to schoolchildren and 12-year-olds were first exposed to adult propaganda.

1794. "Educational Reform and Rural Resettlement in Communist China." CURRENT SCENE: DEVELOPMENTS IN MAINLAND CHINA, 8, 17 (November 7, 1970), 1-8.

Summarizes influences on the educational system after 1949. Shows that the Cultural Revolution, with its decentralization, ideological content, and stress on physical labor, seemed to fulfill Maoist goals.

1795. Elegant, Robert S. THE CENTER OF THE WORLD: COMMUNISM AND THE MIND OF CHINA. Revised ed. New York: Funk and Wagnalls, 1968.

Examines political developments, culture, and world view and assesses the Cultural Revolution. After 1949, schools at all levels increased, but the only subject allotted adequate time was political study. In 1958, after the Hundred Flowers campaign showed that thought reform had failed, Mao declared total war on intellectuals and the old educational system. The half-work, half-study program drained students physically and slowed learning. Professional educators, 1962-65, tried to strengthen academic studies. In 1966 Maoists reacted by setting in motion the Cultural Revolution.

1796. Freedman, A., and P.E. Freedman. "Political Ideals and Schooling in the People's Republic of China."

INTERNATIONAL JOURNAL OF POLITICAL EDUCATION, 2, 4 (November 1979), 325-53.

Schools were to produce experts for modernization who were also doctrinally committed to serving peasants and workers. Mao's goal of spreading educational benefits widely was opposed by "capitalist-roaders" who wanted to educate a technical and scientific elite. After Mao's death, China's leaders stressed expert training and academic achievement over political goals.

1797. Hawkins, John N. "Deschooling Society Chinese Style: Alternative Forms of Non-Formal Education." EDUCATIONAL STUDIES, 4, 3 (1973), 113-23.

Educational alternatives introduced by Mao included adult education and the move to bring society and school together. Compares the Illich and Mao forms of "deschooling."

1798. Hawkins, John N. EDUCATIONAL THEORY IN THE PEOPLE'S REPUBLIC OF CHINA: THE REPORT OF CH'IEN CHUN-JUI. COMMENTARY AND TRANSLATION. Honolulu: University of Hawaii Press, 1971.

In planning, an underdeveloped country must choose between education for a highly skilled elite personnel or mass education for middle level technicians. Compares educational theories of Mao and Ch'ien and their implications for social mobility.

1799. Hawkins, John N. "Mao and the Politics of Education and Development in Rural China." SOCIAL PRAXIS, 5, 1-2 (1978), 113-24.

Explores Mao's educational ideas as they affected development in remote border areas. Mao's emphasis on localized teaching, regional application of technology, and information flow between urban and rural institutions brought rural progress.

1800. Hawkins, John N. MAO TSE-TUNG AND EDUCATION: HIS THOUGHTS AND TEACHINGS. Hamden, CT: Linnet Books, 1974.

Suggests that Mao's most lasting influence may be on education, which he viewed in broad context. Emphasizes Mao's writings on education. Looks specifically at education's basic aims, goals, principles, structural, and organizational problems. The consequences of nationwide application of Mao's educational ideas during the Cultural Revolution cannot be predicted.

1801. Hsiao, Yu. MAO TSE-TUNG AND I WERE BEGGARS. Syracuse, NY: Syracuse University Press, 1959.

Schoolmate of Mao, 40 years later, writes about their school days and contacts, 1912-22; gives insights into Mao's own education, work and thought as a teacher and adult educator, contacts with students who had studied abroad, and his ideas about education as a shaping force for China.

1802. Johnson, Paul. "Experimenting With Half Mankind." MODERN TIMES: THE WORLD FROM THE TWENTIES TO THE EIGHTIES. New York: Harper and Row, 1983, pp. 545-67.

Describes Mao Tse-tung not as an intellectual but as a coarse, brutal, earthy, and ruthless leader, a violently impatient "Oriental Hitler" who savagely started and subsequently often lost interest in gigantic experiments involving hundreds of millions of Chinese: language reform, three antis campaign, five antis campaign, anti-counter-revolutionaries, thought control, Great Leap Forward, Let a Hundred Flowers Bloom, Study of Mao Tse-tung Thought, and the Cultural Revolution. Insights into the Cultural Revolution, Red Guards, and their crippling effects on education and especially on the universities.

1803. Jung, Hwa Yol, and Petee Jung. "The Hermeneutics of Political Ideology and Cultural Change: Maoism as the Sinicization of Marxism." CULTURAL HERMENEUTICS, 3, 2 (August 1975), 165-98.

Mao Tse-tung remade Western Marxism to fit Chinese conditions by de-emphasizing industrialization and stressing rural self-sufficiency. He used education to transform the

Masses and stressed that economic development need not fragment man's roles and function.

1804. Kim, Hyung-chan. "Some Thoughts on Mao Tse-tung's Views of Man, Society and Human Knowledge." JOURNAL OF THOUGHT, 7, 2 (April 1972), 77-84.

Mao's concepts of "mass line," of experience as the route to knowledge, and of a hierarchy of knowledge altered China's schools, popularized education, and created enthusiasm among workers and peasants for applied science and technology. But his antiintellectualism may not meet other needs.

1805. Kirkes, Stephanie. "Mao as Library User and Worker: How Early Experiences in Traditional Chinese Libraries Contributed to Mao's Revolutionary Ideas." AMERICAN LIBRARIES, 7, 10 (1976), 628-31.

In 1912, at age 18, Mao left school for six months and read in Hunan Provincial Library such theorists as J. S. Mill, Adam Smith, and Darwin. He next attended Chang-sha Normal College, Hunan, and prepared for teaching until 1918. He then obtained a library post at Peking University under Director Li Ta-chao, later a founder of the Chinese Communist Party. Peking intellectual life profoundly affected Mao's future.

1806. Kobayashi, Fumio. EDUCATION IN BUILDING CHINESE SOCIALISM: THEORY AND REALITY IN THE TRANSITIONAL PERIOD. IDE SPECIAL PAPER NO. 1. Tokyo: Maruzen Co., 1976. ERIC ED 150 034.

Three post-1949 problems: low productivity, limited resources, and widespread illiteracy. Communists applied Mao's belief in education as a sociopolitical movement for changing traditional attitudes with much success.

1807. Kroker, Eduard J.M. "MAO TSE-TUNG UND DIE VERÄNDERUNG DES BEWUSSTSEINS" (Mao Tse-tung and the Change of Consciousness). STIMMEN DER ZEIT, 189, 3 (1972), 147-64. In German.

Mao's methods, seen in the Cultural Revolution, were to compel professionals and other elites to do manual labor, to use the army for political and cultural education, and to stir society into continual revolution.

1808. Mao, Tse-tung. "Chairman Mao on Revolution in Education." CURRENT BACKGROUND, 888 (August 22, 1969), 1-20.
Excerpts from Mao Tse-tung's writing on revolution in education, 1927-67.

1809. Mao, Tse-tung. "The Great Union of the Popular Masses." CHINA QUARTERLY, 49 (1972), 76-105.
Mao's essay, written during the May 4th Movement, urged students and teachers to help form small unions to spearhead a Communist revolution.

1810. Mao, Tse-tung. "Mao Tse-tung on Education." CHINESE EDUCATION, 6, 4 (Winter 1973-74), 1-84.
Section on "Chairman Mao on Education in Revolution" has 52 extracts of statements, 1927-67, arranged chronologically.

1811. Mao, Tse-tung. "Mao Tse-tung's Comments on Educational Reform." ISSUES AND STUDIES, 6 (January 1970), 79-86.
Excerpts from Mao's writings on education before and during the Cultural Revolution.

1812. Mao, Tse-tung. MAO TSE-TUNG'S QUOTATIONS: THE RED GUARD'S HANDBOOK. Nashville, TN: Peabody International Center, George Peabody College for Teachers, 1967.
Enlarged facsimile of the first English edition of QUOTATIONS FROM CHAIRMAN MAO TSE-TUNG, originally published by Foreign Languages Press, Peking, 1966. Widely used in schools, by youth groups, and in adult study groups.

1813. Mao, Tse-tung. "On the Development of the Productive Undertakings of Official Organizations and Schools." MAO ZEDONG AND THE POLITICAL ECONOMY OF THE BORDER REGION: A TRANSLATION OF MAO'S ECONOMIC AND FINANCIAL PROBLEMS. Edited by Andrew Watson. Cambridge, England: Cambridge University Press, 1980, pp. 202-26.

Purpose of report to senior cadres, Yenan, October 1942 to January 1943, was to clarify Communist goals for the rest of the war period. In the education chapter, Mao described how schools and other organizations were to combine work with study so that no person was excluded from production and the community could be self-reliant.

1814. Mao, Tse-tung. QUOTATIONS FROM CHAIRMAN MAO TSE-TUNG. Peking: Foreign Languages Press, 1972.

Selections from Mao's major speeches and writings, including: "Education and the Training of Troops," "Investigation and Study," "Youth," Culture and Art," and "Study."

1815. Mao Tse-tung. "The Reconstruction of Our Studies." Speech, May 5, 1941, revised February 1, 1942. MAO'S CHINA: PARTY REFORM DOCUMENTS, 1942-44. Seattle: University of Washington Press, 1952, pp. 59-73.

Proposed reform of the method and system of study in the Party: emphasize study of current affairs, do analytical research on China's history, and teach cadres to apply Marxism-Leninism.

1816. Mao Tse-tung. "Reform in Learning, the Party, and Literature." Lecture, February 1, 1942. MAO'S CHINA: PARTY REFORM DOCUMENTS, 1942-44. Seattle: University of Washington Press, 1952, pp. 9-32.

Called for a Marxist-Leninist spirit in learning; opposition to "subjectivism, sectarianism, and Party formalism"; intellectuals to learn that knowledge is for class struggle or struggle for production; and military and local cadres, old and new cadres to learn from each other.

1817. Mao, Tse-tung. SERVE THE PEOPLE. IN MEMORY OF NORMAN BETHUNE. THE FOOLISH OLD MAN WHO REMOVED THE MOUNTAINS. Peking: Foreign Languages Press, 1967.

Account of the selfless service to China of the Canadian physician Bethune and two other stories. Used as a school and college reader early in the Cultural Revolution.

1818. Meisner, Maurice. MAO'S CHINA: A HISTORY OF THE PEOPLE'S REPUBLIC. New York: Free Press, 1977.

Includes a chapter on "The Socialist Education Movement, 1962-1965," a Maoist political effort to reverse growing elitism in the bureaucracy and education. Rural education was neglected (a 1965 report said 30 million of primary school age had no education). In the Cultural Revolution, Mao demanded that five years of schooling be provided nationwide.

1819. New China News Agency. "An Example of Primary School Students in Studying the Thought of Mao Tse-tung." SURVEY OF CHINA MAINLAND PRESS, 3713 (June 7, 1966), 11-14.

Visit to a children's group in Chiangmen, Kwangtung, which met weekly to study Mao's works and diaries of Lei Feng, Wang Chieh, and other models.

1820. Perkins, Dwight H. "Mao Tse-tung's Goals and China's Economic Performance." CURRENT SCENE, 8, 1 (January 7, 1971), 1-15.

Mao placed social and political goals ahead of economic growth. Education was a major tool for eliminating class differences and changing modes of thought.

1821. Pfeffer, Richard M. "Leaders and Masses." ACADEMY OF POLITICAL SCIENCE PRODEEDINGS, 31, 1 (March 1973), 157-74.

By transforming the education system, establishing May 7th cadre (leader) schools, and other means, Communists tried to build greater responsiveness and accountability and to continue the revolution.

1822. Pye, Lucian W. MAO TSE-TUNG: THE MAN IN THE LEADER. New York: Basic Books, 1976.

Psychological search for links between the private Mao and the historic leader. "Students and Teachers" chapter examines Mao's own schooling and his later ambivalence toward education. He attended several schools before enrolling in 1913 at the Fourth Provincial Normal School, Changsha, where he became a political leader. Upon graduation he worked in the Peking University Library.

1823. "Revolution in Education." NEW CHINA'S FIRST QUARTER CENTURY. Peking: Foreign Languages Press, 1975, pp. 51-57.

Stresses success in extending educational opportunity through full-time and part-time programs and in achieving such Maoist Cultural Revolution goals as combining work with study, shortening years of schooling, and strengthening ideological content.

1824. Schram, Stuart R., ed. CHAIRMAN MAO TALKS TO THE PEOPLE: TALKS AND LETTERS, 1956-1971. New York: Pantheon Books, 1974.

Selected speeches, discussions, and writings by Mao, 1956-71, on various topics, including education.

1825. Seybolt, Peter J., ed. REVOLUTIONARY EDUCATION IN CHINA: DOCUMENTS AND COMMENTARY. White Plains, NY: International Arts and Sciences Press, 1973.

Mao's educational philosophy emphasized education as an agent of social engineering not to be left to professional educators. Describes the sociocultural environment and Mao's educational objectives.

1826. Silvestri, Gary. POST-CULTURAL REVOLUTION TEACHING METHODS. OCCASIONAL PAPER NO. 77-7. Stony Brook: State University of New York, American Historical Association Faculty Development Program, 1977. ERIC ED 139 731.

Traces the Maoist influence on teaching method from the Yenan period through the Cultural Revolution.

1827. "Socialist Education and the Thought of Mao Tse-tung." Quarterly Chronicle and Documentation. CHINA QUARTERLY, 18 (April-June 1964), 229-30.

Reports intensive campaign on socialist education and the thought of Mao Tse-tung.

1828. Starr, John Bryan. CONTINUING THE REVOLUTION: THE POLITICAL THOUGHT OF MAO. Princeton, NJ: Princeton University Press, 1979.

Examines Mao's theory of continuing the revolution under the dictatorship of the proletariat. Chapter "On Political Education" identifies Mao's earliest call for educational reform, as does his 1917 article on physical education. Later, he wanted to "deschool" society by having mass participation in the school system and society as a whole become a kind of educational institution.

1829. Swetz, Frank J. "Mao Tse-tung, Chairman Educator." INTERNATIONAL EDUCATION, 3, 2 (Spring 1974), 5-13.

Mao's educational ideas from his school days through the Cultural Revolution period.

1830. "Thrust Politics Forward, Train the Children to Become the Successors of the Proletarian Revolutionary Cause." CHINESE SOCIOLOGY AND ANTHROPOLOGY, 1, 1 (Fall 1968), 25-27.

Editorial calls for training children as single-minded revolutionaries, creatively applying Chairman Mao's writings to teacher education, and ending reactionary influence in the family, nursery, and kindergarten.

1831. To, Cho-yee. "Education in China Today." SCHOOL SHOP, 33, 5 (January 1974), 28-31.

Cultural Revolution stress on training in practical skills and the ideological imperatives behind that emphasis.

1832. Wang, Hsuan-chih. "On Mao Tse-tung's 'Educational Revolution.'" CHINESE COMMUNIST AFFAIRS, 5 (December 1968), 25-34.

Analyzes two of Mao's 1968 calls for educational reform, traces them to 1958, and summarizes them: shorter school year, worker leadership, productive labor combined with study, ideology over academic content, and rustication of educated youth.

1833. Wang, Hsüeh-wen. "The Problem of the Schooling System in the Maoist Educational Reform." ISSUES AND STUDIES, 6, 6 (March 1970), 42-55.

Analyzes Mao's concept of educational reform and its application to institutes of higher learning, rural schools, urban schools and other educational trends.

1834. Wang, Hsüeh-wen. "Ten Contradictions in the Maoist Educational Revolution." ISSUES AND STUDIES, 8 (October 1971), 45-60.

Analyzes contradictions in Communist education between politics and vocational study, leadership and masses, theory and practice, book knowledge and practical knowledge, the use and the reform of teachers, and popularization and raising standards.

1835. Wong, William Sheh. "The Educational Thought of Mao Tsetung." SOCIAL STUDIES, 67, 1 (January 1976), 27-29.

Highlights of Mao's pedagogical ideas found in his educational writings and directives published in 1967.

See also Chapter 23, COMMUNIST IDEOLOGY AND EDUCATION.

Chapter 36

MATHEMATICS EDUCATION

1836. Becker, Jerry P. "1979 National Middle School Mathematics Olympiads in the People's Republic of China." MATHEMATICS TEACHER, 75, 2 (February 1982), 161-69.
Student scores in China's 1979 national mathematics competition showed that mathematics teaching had improved.

1837. Biernatzki, Karl L. "DIE ARITHMETIK DER CHINESEN" (Chinese Arithmetic). JOURNAL FÜR DIE REINE UND ANGEWANDTE MATHEMATIK, 52, 1 (1856), 59-94. In German.

1838. Biernatzki, Karl L. "DIE ARITHMETIK DER CHINESEN" (Chinese Arithmetic). NOUVELLES ANNALES DE MATHÉMATIQUES (NEW ANNALS OF MATHEMATICS), 8 (1862), 35-44; 2 (1863), 529-40. In French.
Review of author's book, CHINESE ARITHMETIC.

1839. "Chen Jing-jun, A Dedicated Mathematician." CHINA RECONSTRUCTS, 27, 1 (January 1978), 10-11.
Interview with theoretical mathematician who was ridiculed as impractical during the Cultural Revolution.

1840. Davis, Chandler. "A Mathematical Visit to China." CANADIAN MATHEMATICAL CONGRESS NOTES, NEWS AND COMMENTS, 4, 4 (January 1972), 2-3, 5, 7-8.
Found no graduate-level mathematics teaching on a 1971 visit to the Mathematics Institute, Peking University, and Futan University. Research was predominantly in applied mathematics.

1841. Hashimoto, Keizo. "Mei Wen-ting and His Dualistic Idea in Mathematics." XIVTH INTERNATIONAL CONGRESS OF THE HISTORY OF SCIENCE, PROCEEDINGS NO. 3. Tokyo: Science Council of Japan, 1975, pp. 288-90.

Mathematical writings of Mei (1633-1721) show the Chinese tendency to use Western ideas to strengthen traditional methods of astronomy and mathematics rather than to change their methods.

1842. Martzloff, Jean Claude. "LA GEOMETRIE EUCLIDIENNE SELON MEI WENDING" (Euclidian Geometry According to Mei Wending). HISTORICA SCIENTIARUM, 21 (1981), 27-42. In French.

Adaptation, 1607, of Books 1-6 of Euclid's ELEMENTS. Euclid is interpreted in terms of traditional Han dynasty mathematics.

1843. "Mathematician Chen Ching-jun." PEKING REVIEW, 21, 1 (January 6, 1978), 30.

Description of leading mathematician and his contributions on the theory of numbers.

1844. "Middle School Math Contest." CHINA RECONSTRUCTS, 27, 9 (September 1978), 30-32.

Identifies 57 math prize winners from 200,000 secondary school applicants.

1845. Mikami, Y. "The CH'OU-JEN CHUAN of Yuan Yuan." ISIS, 11, 35 (September 1928), 123-26.

Commentary on Pere Louis Van Hee's article on Chinese mathematics and astronomy in ISIS, 8 (1926), 103-18.

1846. Swetz, Frank J. "Chinese Mathematics Revision in Accordance with the Teachings of Mao Tse-tung." MATHEMATICS TEACHER, 64, 7 (November 1971), 615-19.

Article on secondary school math teaching published during the Cultural Revolution illustrates how math instruction shifted from memorizing abstract theories to stressing understanding concrete methods for practical problem solving.

1847. Swetz, Frank J. "Field Survey: An Aid to Geometry Instruction in the People's Republic of China." SCHOOL SCIENCE AND MATHEMATICS, 73, 4 (April 1973), 335-43.
Field surveying exercises introduced into geometry courses at the seventh through ninth grades in the mid-1950s.

1848. Swetz, Frank J. "Mathematical Olympiads in the People's Republic of China: A Case Study." AMERICAN MATHEMATICAL MONTHLY, 79, 8 (October 1972), 899-904.
Mathematics contests for secondary school students held in China, 1956-63.

1849. Swetz, Frank J. MATHEMATICS EDUCATION IN CHINA. Cambridge, MA: M.I.T. Press, 1974.
History of mathematics instruction from early times to the 1970s, with emphasis on reorientation of math teaching since 1949.

1850. Swetz, Frank J. "Mathematics Education: The People's Republic of China." MATHEMATICS TEACHER, 66, 2 (February 1973), 113-20.
Major stages in the development of mathematics education, 1949-70.

1851. Swetz, Frank J. "Revolutionary Mathematics: An Agent of Chinese Communist Indoctrination." INTELLECT, 101, 2349 (April 1973), 451-53.
How political content has been injected into mathematics exercises.

1852. Swetz, Frank J. SELECTED ASPECTS OF MATHEMATICS EDUCATION IN THE PEOPLE'S REPUBLIC OF CHINA. Middletown: Pennsylvania State University, 1972. ERIC ED 062 205.
Topics include mathematics curriculum and teaching methods, mathematics teacher training at Shanghai Pedagogical University, and a case study of Chinese mathematical olympiads, 1956-64.

1853. Swetz, Frank J. "Training of Mathematics Teachers in the People's Republic of China." AMERICAN MATHEMATICAL MONTHLY, 77 (December 1970), 1097-1103.

Teacher education, though affected by the Cultural Revolution, was still done mainly at traditional training institutions.

1854. Xinli, Xuebao, ed. "Preliminary Research on the Development of Numbers and Computational Abilities of Three-to-Seven-Year-Old Children in Nine Areas Within the Country." CHINESE SOCIOLOGY AND ANTHROPOLOGY, 13, 1 (1981), 7-31.

Study of children's capacity to recognize numbers and compute mathematics.

Chapter 37

MAY 4TH MOVEMENT: 1919

1855. Bianco, Lucien. ORIGINS OF THE CHINESE REVOLUTIONS 1915-1949. Stanford, CA: Stanford University Press, 1971.

Central theme is the relationship between China's social crisis and the revolutionary movement that it bred. Stresses that the roots of revolution were rural. "Intellectual Origins of the Chinese Revolution" chapter confirms the Communists' assertions that the May Fourth Movement, not the 1911 Manchu overthrow, began important questioning about Chinese society and wholesale repudiation of Confucianism. By 1949 most intellectuals believed Communism was China's best hope.

1856. Chen, Joseph T. "Some Populist Strains in Shanghai During the May Fourth Period." JOURNAL OF ASIAN HISTORY, 4, 1 (1970), 25-49.

Depicts the May 4th movement of 1919 as the beginning of China's revolutionary era. In Shanghai, all classes supported the movement, led by the intelligentsia. Explores the motives for support by students, women, the new intelligentsia, and workers.

1857. Ch'en, Tuan-chih. WU-SSU YÜN-TUNG CHIH SHIH-TI P'ING-CHIA (AN HISTORICAL EVALUATION OF THE MAY FOURTH MOVEMENT). Shanghai: Life Publishing Co., 1935. In Chinese.

Marxist interpretation of the May 4th (1919) Movement.

1858. Chow, Tse-tsung. THE MAY FOURTH MOVEMENT: INTELLECTUAL REVOLUTION IN MODERN CHINA. Cambridge, MA: Harvard University Press, 1960.

Pioneer study of the May-Fourth Movement covers the 1917-1921 New Culture Movement. Details of the initial student demonstration of May 4, 1919, protesting the unfavorable Versailles decisions on Shantung, its immediate political background, views of students and merchants elsewhere, and the differing Japanese, Western, and Soviet reactions. Also analyzes currents of thought during the 1919-21 period among young intellectuals. Reviewed in Mary C. Wright, "The Pre-Revolutionary Intellectuals of China and Russia." See entry 1872.

1859. Chow, Tse-tsung. RESEARCH GUIDE TO THE MAY FOURTH MOVEMENT: INTELLECTUAL REVOLUTION IN MODERN CHINA 1915-1924. Cambridge, MA: Harvard University Press, 1963.

Companion volume to the author's THE MAY FOURTH MOVEMENT: INTELLECTUAL REVOLUTION IN MODERN CHINA. Includes periodicals, newspapers, and annotations in English of works in Chinese, Japanese, and Western languages.

1860. Ch'ü, Chi'u-pai. "CHENG-CHIH YUN-TUNG YÜ CHIH-SHIH CHIEH-CHI" (The Political Movement and the Intelligentsia). THE GUIDE WEEKLY, 18 (January 1923), 147-48. In Chinese.

Significance of the May 4th Movement; sees students as representing the laboring masses and believes that the warlord era has ended.

1861. Franke, Wolfgang. "CHINAS KULTURELLE REVOLUTION: DIE BEWEGUNG, VOM 4 MAI 1919 (CHINA'S CULTURAL REVOLUTION; THE MAY 4TH MOVEMENT). Munich, Federal Republic of Germany: R. Oldenburg, 1957. In German.

Describes events at Peking University in 1919 and discusses the goals, motives, and background of the movement.

1862. Huang, Hao. "YU WU-SSU, TAO I-ERH-PA CHIH MIN-TSU WEN-HUA YUN-TUNG" (The National Culture Movement from May Fourth to January 28). CHIEN-T'U (FUTURE), 1, 5 (May 1933), 1-8. In Chinese.

Abortive intellectual emancipation of the May 4th Movement is a result of China's poor industrial condition. The Sino-Japanese conflict on January 28 incited new patriotic literary and cultural activities.

1863. Kumano, Shōhei. "GO-SHI UNDŌ" (May 4 Movement, 1919). AZIYA KENKYŪ (ASIATIC STUDIES), 5, 3 (March 1958), 1-20. In Japanese.

Japanese resident of Shanghai during May 4, 1919, demonstrations who immediately afterwards investigated students' frustrations in Peking and other cities about China's international position, discontent with slow economic and social progress, and encouragement given students by businessmen, newspapers, and Western educators in China.

1864. Kuo, Cheng-chao. "WANG KUANG CH'I YU SAO NIEN CHUNG KUO HSÜEH HUI 1918-1926" (Wang Kuang-ch'i and the Young China Association, 1918-26). BULLETIN OF THE INSTITUTE OF MODERN HISTORY, ACADEMIA SINICA, 2 (1971), 97-150. In Chinese.

History of the Young China Association and the life of its organizer, Wang Kuang-ch'i, are used as case studies of the ideologies, impact, developmental changes, and inherent conflicts of the May Fourth Movement. Organized in 1918 by a few young intellectuals, the association never succeeded in its idealistic attempts at cultural and sociological reforms.

1865. Kuo, Shao-yü. "WEN-HUA YUN-TUNG YÜ TA-HSÜEH I-CHIH SHIH-YEH" (The Cultural Movement and the Transplanting of the Universities). THE EASTERN MISCELLANY, 17, 11 (June 10, 1920), 122-27. In Chinese.

In celebration of the May 4th Movement, author wishes that those interested in a reformed society would experiment with the "university settlement" program for promoting the education of the lower classes.

1866. Lin, Yu-sheng. THE CRISIS OF CHINESE CONSCIOUSNESS: RADICAL ANTI-TRADITIONALISM IN THE MAY FOURTH ERA. Madison: University of Wisconsin Press, 1979.

Argues that the May Fourth Movement rejected totally the Chinese social and cultural tradition. Although Hu Shih claimed to see in China's past a scientific tradition consistent with evolutionary reform, he failed to perceive how to blend China's old ways with John Dewey's ideas of experimentalism, which he favored.

1867. Maruyama, Matsuyuki. GO-SHI UNDŌ (THE MAY FOURTH MOVEMENT). Japan: Kinokuniya Shoten, 1969. In Japanese.

Describes the political and intellectual background (from 1911) and nature of the May 4th Movement (1919).

1868. Nohara, Shiro. "GO-SHI UNDŌ TO NIPPONJIN" (The May Fourth Movement and the Japanese). CHŪGOKU KENKYŪJO KIYŌ, 2 (October 1963), 77-116. In Japanese.

Japanese in China (officials, army personnel, and a Tientsin liberal group) failed to understand democratic aspirations of students active in the May 4th Movement.

1869. Schwarcz, Vera. "How Literary Rebels Became Cultural Revolutionaries." JOURNAL OF ASIAN STUDIES, 37, 4 (1978), 725-29.

Many intellectuals who in the May Fourth Movement pressed China to adopt Western reforms were themselves denounced as bourgeois by the new Communist movement (1921). Many of the intellectuals eventually became Communist supporters.

1870. Schwartz, Benjamin I., ed. REFLECTIONS ON THE MAY FOURTH MOVEMENT: A SYMPOSIUM. Cambridge, MA: Harvard University Press, 1972.

Fiftieth anniversary reflections on May 4, 1919, when over 3,000 college students in Peking protested the Versailles Treaty's (June 1919) acceptance of Japan's occupation of Shantung Province. The May 4th Movement gave its name to modern Chinese nationalism; cultural, social, and educational reform; a clash of old and new Chinese values; and Western influences including the Russian Communist 1917 revolution.

1871. Shuang, Lin. "WU-SSU CHI-NIEN YÜ MIN-TSU KO-MING YUN-TUNG" (Celebrating May Fourth and the National Revolution). THE GUIDE WEEKLY, 113 (May 1925), 1043-44. In Chinese.

May 4th is a student movement, one to preserve national rights and dignity, and a protest against Western imperialists: British, U.S., French, and Japanese.

1872. Wright, Mary C. "The Pre-Revolutionary Intellectuals of China and Russia." Review of Chow, Tse-tsung, THE MAY FOURTH MOVEMENT: INTELLECTUAL REVOLUTION IN MODERN CHINA. CHINA QUARTERLY, 6 (April-June 1961), 175-79.

Calls Chow's book "required reading for every student of modern China" because of its rich material on the effects of Western-style education. Compares nineteenth century Russian intellectuals with China's twentieth century intellectuals. In contrast to the Russians, Chinese intellectuals were politically nationalistic, not hostile to the state, and proud of China's ancient past. Despite Party oppression, many intellectuals have continued to be politically active and to influence government policy. See entry 1858.

Chapter 38

MEDIA AND JOURNALISM EDUCATION: BOOKS, JOURNALS, MOTION PICTURES, NEWSPAPERS, POSTERS, PUBLISHING, RADIO, TELEVISION

1873. Barnett, Suzanne Wilson. "Silent Evangelism: Presbyterians and the Mission Press in China, 1807-1860." JOURNAL OF PRESBYTERIAN HISTORY, 49, 4 (1971), 287-302.

Western publishing techniques, taken by missionaries, did not Christianize China but were a modernizing force adopted by revolutionaries as a tool of Chinese nationalism.

1874. Chu, Godwin C. RADICAL CHANGE THROUGH COMMUNICATION IN MAO'S CHINA. Honolulu: University of Hawaii Press, 1977.

Role of communication in all aspects of society, including social structural change, capital formation, conflict resolution, and decision-making. Also discusses communication in training institutions, mass media, the uniquely Chinese wall posters, and many interpersonal communication forms.

1875. Chu, James C.Y., and William Fang. "Training of Journalists in Communist China." JOURNALISM QUARTERLY, 49, 3 (Autumn 1972), 489-97.

Survey of journalism education in the universities and on-the-job training, 1930s-70.

1876. "Culture and Communications." CHINA FACTS AND FIGURES. Peking: Foreign Languages Press, 1982, pp. 227-42.

Description of China's two news agencies, leading dailies among the 188 national and provincial newspapers, 2,191 periodicals (58 general, 1,384 science and technology, 265 literature and arts, 179 culture and education, 43 for children, 52 pictorial), 192 book publishing houses, radio and television, and foreign language publications.

1877. Epstein, Irving. "Educational Television in the People's Republic of China: Some Preliminary Observations." COMPARATIVE EDUCATION REVIEW, 26, 2 (June 1982), 286-91.

Television instruction, using programming mainly from the Central Broadcasting and Television University, is largely urban, and appeals to teachers and workers needing upgraded qualifications and to the unemployed. It has had relatively low completion rates. Enrollment has declined because employers, who bear costs, are reluctant to release workers for full- or part-time study.

1878. Hoffer, Thomas W., and J.D. Rayburn, II. "The Broadcast Blitz Against Revisionism: Radio and the Chinese Cultural Revolution." JOURNALISM QUARTERLY, 54, 4 (1977), 703-12.

Content analysis of Peking radio broadcasts during 1967-74 shows that politics, ideology, and Mao's thought decreased while education programs increased. Education and art programs were laced with official dogma. Radio propaganda was directed toward the Red Guards and younger audiences.

1879. Imamura, Yoshio. "CHŪGOKU NI OKETU SHUPPO TO KEN'ETSU NI TSUITE NO NŌTO, 1930 NEN DAI O SHU TO SHITE" (Notes on the Press and Censorship in the Thirties' China). TŌYŌ BUNKA (ORIENTAL CULTURE), 44 (February 1968), 1-26.

When writers in the 1930s resisted censorship, the Kuomintang imposed tighter controls on publishing and bookstores.

1880. Liang, Hubert S. "Journalistic Education in China." CHINA QUARTERLY, 1, 3 (March 1936), 65-69.

U.S.-influenced journalism education began in 1918 at Peking University. Yenching University's Journalism Department became the best in China because of collaboration with Missouri School of Journalism.

1881. Liao, Hollis S. "Publishing Ties Between the United States and Communist China." ISSUES AND STUDIES, 18, 1 (1982), 49-63.
U.S. and Chinese publishers promoted closer relations through book fairs and joint publications.

1882. Liu, Alan P.L. BOOK PUBLISHING IN COMMUNIST CHINA. Springfield, VA: Clearinghouse for Federal Scientific and Technical Information, 1965. ERIC ED 017 287.
Survey of Chinese publishing includes textbooks, children's readers, and books for minorities.

1883. Liu, Alan P.L. COMMUNICATIONS AND NATIONAL INTEGRATION IN COMMUNIST CHINA. Berkeley: University of California Press, 1971.
Intraparty struggle between Maoists convinced of propaganda's effectiveness and bureaucrats with limited faith in mass persuasion. Concludes that Communists by using the media have reached every corner of the country and built a sense of national identity and consciousness. One persistent problem is the disparity between peasant and urban life.

1884. Lowe, C.H. "Books and Printing in China Before Gutenberg." CHINESE CULTURE, 20, 2 (1979), 111-23.
History of printing includes Buddhist printing in Kansu Province.

1885. Mitgang, Herbert. "China Taking Over Lead of Soviet in Book World." NEW YORK TIMES, June 7, 1980, p. 10.
Chinese at the American Booksellers Association exhibition forecast growing sales in China. Scholarly books for scientists, engineers, educators, and physicians are in great demand. Annual book trade turnover with U.S. publishers increased 60 percent, 1977-80.

1886. Mond, Georges H. "LES MOYENS D'INFORMATION EN CHINE: APERCU DES SOURCES OCCIDENTALES ET ESTEUROPÉENES" (Information Media in China: West and East European Sources). REVUE DE L'EST (EASTERN REVIEW), 4, 4 (1973), 151-81. In French.

Describes how mass media are related to political power and how this relationship resembles ancient Chinese traditions. Suggests intellectuals oppose the media.

1887. Pehowski, M. "Normalcy and the Shanghai DAILY PRESS." GAZETTE, 25, 2 (1979), 114-18.

This newspaper emphasizes culture, education, and science and intends to be a propaganda organ and unifier of intellectuals.

1888. Pilkington, Luann Foster. "The Shanghai Publishing House." METHODIST HISTORY, 17, 3 (1979), 155-77.

History of the Shanghai Union Publishing House, approved in 1898 by the Methodist Episcopal Church, South; operated despite many problems, 1901-1919; and then was transferred to the Methodist Mission Board.

1889. Robinson, Deanna Campbell. "Changing Functions of Mass Media in the People's Republic of China." JOURNAL OF COMMUNICATION, 31, 4 (Autumn 1981), 58-71.

News and advertising are becoming "Westernized" as the media try to further new economic and political priorities.

1890. Stanford University China Project, ed. "Propaganda and Public Information." NORTH CHINA. Vol. 2. New Haven, CT: Human Relations Area Files, 1956, pp. 597-633.

Examines printed propaganda, radio and motion pictures, and the Party organization to conduct mass propaganda. Communist propaganda was strong in North China's cities from the 1930s, but after 1949 and again in 1954 the administrative structure changed. Policymaking was by the Department of Cultural and Educational Affairs.

1891. Stanford University China Project, ed. "Propaganda and Public Information." SOUTHWEST CHINA. Vol. 2. New

Haven, CT: Human Relations Area Files, 1956, pp. 606-88.
Effects of Communist takeover on the major Southwest China newspapers, magazines, and other media.

1892. Wang, Shu-huai. "CH'ING CHI TI KUANG HSÜEH HUI" (The Christian Literature Society for China During the Late Ch'ing Period). BULLETIN OF THE INSTITUTE OF MODERN HISTORY, ACADEMIA SINICA, 4, 1 (1974), 193-227. In Chinese.
Founded by missionaries in 1887 to publish and distribute Christian literature, the society also disseminated Western knowledge and ideas. After 1900 the Chinese found other channels to express their needs.

Chapter 39

MEDICAL EDUCATION: BAREFOOT DOCTORS, HEALTH CARE, HEALTH EDUCATION, NURSING EDUCATION, PHARMACY EDUCATION

1893. "Advanced Courses for Barefoot Doctors." PEKING REVIEW, 21, 49 (December 8, 1978), 29.
Report on courses to enhance the training of barefoot doctors.

1894. Agren, Hans. "Patterns of Tradition and Modernization in Contemporary Chinese Medicine." MEDICINE IN CHINESE CULTURES: COMPARATIVE STUDIES OF HEALTH CARE IN CHINESE AND OTHER SOCIETIES. Edited by Arthur Kleinman et al. Washington, DC: DHEW Publication No. (NIH) 75-653, 1975, pp. 37-59.
From the 1934-35 Long March onwards the Communists promoted traditional medicine; after 1960 they supported research into its scientific validity; during the Cultural Revolution they called for merging Chinese and Western medicine, and published textbooks that emphasized the combined approach.

1895. All-China Society of Nurses. "USPEKHI V DELE PODGOTOVKI MEDITSINSKIKH SESTER V NOVOM KITAE" (Achievements in Nurses' Training in New China). MEDITSINSKAYA SESTRA, 19, 6 (June 1960), 33-36. In Russian.

1896. American Herbal Pharmacology Delegation. HERBAL PHARMACOLOGY IN THE PEOPLE'S REPUBLIC OF

CHINA: A TRIP REPORT OF THE AMERICAN HERBAL PHARMACOLOGY DELEGATION. Washington, DC: National Academy of Sciences, 1975.
Herbal medicines and their uses, pharmaceutical education, and research.

1897. Ariëns Kappers, Cornelis Ubbo. "EEN EN ANDER OVER MEDISCHE SCHOLEN IN CHINA" (Some Remarks about Medical Schools in China). CHINA, 1 (1925), 135-56. In Dutch.

1898. Bates, Don G. "Teaching and Research in the History of Medicine in China." BULLETIN OF THE HISTORY OF MEDICINE, 53, 1 (1979), 128-34.
China has large history of medicine manuscript collections and a Medical History Society. Most interest is in the history of traditional medicine, studied in schools of traditional medicine.

1899. Belgum, D. "Medicine and Morals and Mao." JOURNAL OF RELIGION AND HEALTH, 17, 4 (1978), 261-73.
To implement Mao's philosophy of "putting politics in command," health treatment became socialized, with many barefoot doctors (medical aides) trained.

1900. Berger, Roland. "Medical Training in China." EASTERN HORIZON, 12, 1 (1973), 28-44.
Changes in medical education during Cultural Revolution as seen on visits to medical colleges in 1967, 1968, 1970, and 1971.

1901. Biering-Sorensen, F., and O. Sonne. "LAEGEUDDANNELSEN I KINA FREM TIL 1972" (Medical Education in China Up to 1972). UGESKRIFT FOR LAEGER, 135, 26 (June 25, 1973), 1388-93. In Danish.
After 1966, Western and traditional medical courses were taught jointly in a three-year program stressing clinical work. Barefoot doctors had three- to six-months training.

1902. Blakeslee, Alton Lauren. "Chinese Medicine: A Truly Great Leap Forward." SATURDAY REVIEW/WORLD, 1 (October 23, 1973), 70-72.

Medical training, shortened to three years, is designed to produce more physicians and acquaint them with rural health needs.

1903. Bloche, M. Gregg. "Chinese Health Care Grows More Modern, Professional." WASHINGTON POST, August 21, 1979, p. A12.

Paramedical barefoot doctors were downgraded after 1976, professional training in Western medicine was stepped up, and biomedical research upgraded.

1904. Bowers, John Z. "The Founding of Peking Union Medical College: Policies and Personalities." BULLETIN OF THE HISTORY OF MEDICINE, 45, 4 and 5 (1971), 305-21, 409-29.

Founding of Peking Union Medical College (1906) by British missionaries; includes its 1915 takeover by the Rockefeller Foundation. The first degrees were awarded in 1924. Instruction was suspended in 1941 because of the war. The program, resumed in 1947, ended with the collapse of the Kuomintang.

1905. Bowers, John Z. "History of Public Health in China to 1937." PUBLIC HEALTH IN THE PEOPLE'S REPUBLIC OF CHINA: REPORT OF A CONFERENCE. New York: Josiah Macy, Jr. Foundation, 1973, pp. 26-46.

Public health care to 1937, mainly by medical missionaries; includes U.S.-funded Chinese Foundation for the Promotion of Education and Culture, and other mission medical colleges and nurses' schools.

1906. Bowers, John Z. "Imperialism and Medical Education in China." BULLETIN OF THE HISTORY OF MEDICINE, 48, 4 (1974), 449-64.

Describes foreign medical schools established in China in the late nineteenth and early twentieth century.

1907. Bowers, John Z. "Medicine in Mainland China: Red and Rural." CURRENT SCENE: DEVELOPMENTS IN MAINLAND CHINA, 8, 12 (June 15, 1970), 1-11.

Mao's emphasis on rural health caused mass migration of medical faculty and students to the countryside.

1908. Bowers, John Z. "Ping Pong Surgery." ARCHIVES OF SURGERY, 103 (September 1971), 337-38.

Health education improved public health, and Peking Union Medical College has a leading program in international medical education.

1909. Bowers, John Z. "Surgery Past and Present." MEDICINE AND PUBLIC HEALTH IN THE PEOPLE'S REPUBLIC OF CHINA. Edited by J.R. Quinn. Washington, DC: DHEW Publication No. (NIH) 73-67, 1973, pp. 53-62.

Historically China had no surgery. Since 1919, when Peking Union Medical College began teaching surgery, China has emphasized restorative surgery.

1910. Bowers, John Z. WESTERN MEDICINE IN A CHINESE PALACE: PEKING UNION MEDICAL COLLEGE, 1917-1951. Philadelphia: Josiah Macy, Jr. Foundation, 1972.

Chapter on the School of Nursing at Peking Union Medical College and a history of the college.

1911. Bowers, John Z., and F.F. Purcell, eds. MEDICINE AND SOCIETY IN CHINA: REPORT OF A CONFERENCE SPONSORED JOINTLY BY THE NATIONAL LIBRARY OF MEDICINE AND THE JOSIAH MACY, JR. FOUNDATION. New York: Josiah Macy, Jr. Foundation, 1974.

Articles about Peking Union Medical College by John Z. Bowers and Mary Bullock.

1912. Bruce, D. "Visit to a Hospital in Peking." AUSTRALIAN NURSES' JOURNAL, 65, 2 (February 1967), 33-34.

Nurses' training school at large teaching hospital in Peking: accepts girls over age 16 with middle school education for three-year course; first year spent in the nurses' school, second year in clinical theory and practical work, third year in full-time practical work, and three months in the country.

1913. Bullock, Mary Brown. AN AMERICAN TRANSPLANT: THE ROCKEFELLER FOUNDATION AND PEKING UNION MEDICAL COLLEGE. Berkeley: University of California Press, 1980.

Peking Union Medical College (PUMC), dedicated in 1921 and financed with Rockefeller money, trained elite medical scientists who became leaders in both Communist and Nationalist China, some of whose careers are traced. Ch'en Chih-ch'ien pioneered rural health programs that evolved into Mao's barefoot doctors; Marian Yang offered modern midwifery training and urged birth control. Reopened in 1947 with a much larger Chinese leadership, PUMC was nationalized by the Communists, January 20, 1951, continuing as China Union Medical College.

1914. Chan, Chi-chao. "Medical Education in Mainland China." JOURNAL OF MEDICAL EDUCATION, 47 (May 1972), 327-32.

Modern medicine, more popular than traditional medicine, has medical schools in each major city and the provinces. Medical schools are national and provincial (four- or six-year programs) and district (two- or three-year programs). Since 1949, over 100 medical colleges have opened. In 1963 there was one doctor per 5,000 persons. Describes admissions, curricula, examinations, field work, political aspects, and internship at Chung Shan Medical College, Canton, from which author graduated.

1915. Chang, Charles C., and Sophia H.Y. Chang. "Child Health in China." AMERICAN JOURNAL OF DISEASES OF CHILDREN, 127, 1 (1974), 13-14.

U.S. physicians give impressions of children's health programs and care facilities.

1916. Chang, Chia-pei. "Combination of Traditional Chinese Medicine and Western Medicine." SANTE PUBLIQUE, 8 (1965), 453-55.

Traditional medicine is taught in separate schools, by traditional departments in Western-type medical schools, and in apprenticeship programs.

1917. Chang, Hu. "Medical Care and Public Health Under Chinese Communist Management in the Pre-Cultural Revolution Years." ISSUES AND STUDIES, 7, 6 (1971), 63-74.
Political considerations, requiring quantity rather than quality of medical personnel, account for most doctors having neither professional training nor wide practical experience.

1918. Ch'en, Chih-ch'ien. "An Experiment in Health Education in Chinese County Schools." MILBANK MEMORIAL FUND QUARTERLY, 12, 3 (July 1934), 232-47.
Public health physician-author, on whose pioneering work later barefoot-doctor program was based, describes experimental health education program in rural primary schools in Ting Hsien. Education, more than treatment, seemed the best route to improved sanitation and health.

1919. Cheng, Chu-yüan. "Health Manpower in China: Growth and Distribution." PUBLIC HEALTH IN THE PEOPLE'S REPUBLIC OF CHINA. Edited by M.E. Wegman et al. New York: Josiah Macy, Jr. Foundation, 1973, pp. 139-57.
Traces from the 1950s efforts to increase the number of medical colleges, train medical assistants in secondary schools, and train barefoot doctors in three to six months.

1920. Cheng, T.O. "China's 'Barefoot Doctors.'" PRISM, 1, 1 (April 1973), 17-19.
Barefoot doctors, trained six months (three months, formal courses; three months, clinical work), are effective when continuing education, supervision, and a referral system exist.

1921. China, People's Republic of. Revolutionary Committee of the Health Station, Chiang-chen Commune, Ch'uan-sha County, Shanghai Municipality. KUNG NAN-FANG TI-CHU P'EI-HSUN TS'AN-K'AO SHIH-YUNG (TRAINING MANUAL FOR "BAREFOOT DOCTORS). Peking: Peking People's Hygiene Press, 1970. In Chinese.

Handbook for training barefoot doctors combines traditional and Western medical practices.

1922. "Chinese Medicine and the Communists." FAR EASTERN ECONOMIC REVIEW, 17 (December 23, 1954), 814-15.
Communists in 1954 urged that traditional and Western medical training be merged but acknowledged that the process would be slow.

1923. Chou, S.K. "A Study of Mental Depression of Chinese Students and Mental Hygiene." QUARTERLY REVIEW OF THE SUN YAT-SEN INSTITUTE FOR THE ADVANCEMENT OF CULTURE AND EDUCATION, 1 (1934), 707-27.
Urges mental health for students, based on findings that .8 percent of 855 Chinese university and normal school students as against 9.9 percent of University of Chicago students were well adjusted, and that 37.5 percent of Chinese students as against .7 percent of U.S. students needed psychiatric advice.

1924. Christian Medical Commission. "Manpower for Health Care." HEALTH CARE IN CHINA: AN INTRODUCTION. Geneva: World Council of Churches (1974), pp. 101-22.
To increase health personnel, China has recruited traditional practitioners, shortened higher medical education, and trained many paramedical personnel (barefoot doctors, worker doctors, Red Guard doctors).

1925. Christie, R.V. "Communications: Medicine and Medical Education in China." JOURNAL OF MEDICAL EDUCATION, 42, 5 (May 1967), 463-66.
Health education stressed preventive medicine. Medical education lasted eight years at Chinese Medical College and five or six years at other schools. The Academy of Medical Science had 15 research institutes.

1926. Christie, R.V. "Medical Education, Training and Manpower." TOPICS OF STUDY INTEREST IN CHINESE MEDICINE AND PUBLIC HEALTH. REPORT OF A PLANNING MEETING. Washington, DC: DHEW Publication No. (NIH), 72-395, 1972.

Courses have been shortened, traditional medicine become more important, and examinations abolished.

1927. Collier, H.B. "Teaching and Research in the Basic Medical Sciences in the People's Republic of China, 1965." JOURNAL OF MEDICAL EDUCATION, 42, 5 (May 1967), 467-70.
In 1965 China had 80 medical colleges which often concentrated on hygiene, Western medicine, and traditional medicine.

1928. Critchley, J.E. "Medical Education in China." MEDICAL JOURNAL OF AUSTRALIA, 1 (May 19, 1973), 1005-07.
After 1949, medical schools were established in hospitals rather than universities. By 1973, Western-style medical schools were teaching some traditional medicine and graduates of both schools had equal status. Curricula and admission requirements for both types are outlined.

1929. Croizier, Ralph C. "Medicine and Modernization in China: An Historical Overview." MEDICINE IN CHINESE CULTURES: COMPARATIVE STUDIES OF HEALTH CARE IN CHINESE AND OTHER SOCIETIES. Edited by Arthur Kleinman et al. Washington, DC: DHEW Publication No. (NIH) 75-653, 1975, pp. 21-35.
Spread of Western medicine by missionaries; the role of Western-financed medical schools, especially the Rockefeller Foundation's Peking Union Medical College; and the Communist government's success in improving health care.

1930. Croizier, Ralph C. "Medicine, Modernization, and Cultural Crisis in China and India." COMPARATIVE STUDIES IN SOCIETY AND HISTORY, 12, 3 (July 1970), 275-91.
Intelligentsia in both China and India continue to defend indigenous prescientific medical systems. Concludes that traditional medicine in China and India reflected a nationalistic yearning to modernize without Westernizing their cultures.

1931. De Haas, J.H., and J.H. de Haas-Posthuma. "Sociomedical Achievements in the People's Republic of China." INTERNATIONAL JOURNAL OF HEALTH SERVICES, 3, 2 (Spring 1973), 275-94.

Public health improved dramatically after 1949, Mao stressed rural health needs, and medical education after 1966 placed practice ahead of theory.

1932. Dehergne, Joseph. "NOTES SUR LA BREVE HISTOIRE DE L'AURORE" (Notes on the Brief History of the Aurore). ÉTUDES, 350, 5 (1979), 613-17. In French.

Growth of the Jesuit Aurore Medical College in Shanghai from its founding in 1903 to the eviction of the Jesuits from China in 1950.

1933. Dimond, E. Grey. INSIDE CHINA TODAY: A WESTERN VIEW. New York: Norton, 1983.

Compares leadership, general conditions, and medical training and care, 1930s-1970s, to medical conditions seen on 1982 visit.

1934. Dimond, E. Grey. "Medical Education and Care in the People's Republic of China." JOURNAL OF THE AMERICAN MEDICAL ASSOCIATION, 218, 10 (December 1971), 1552-57.

Post-Cultural Revolution changes in medical schooling.

1935. Dimond, E. Grey. "Medical Education in China." ASIA, 26 (Summer 1972), 60-73.

Medical education, guided by Cultural Revolution principles, featured lateral mobility for nurses and others in health-care fields who wanted to become physicians, efficient three-year training programs, and emphasis on preventive medicine as part of public health.

1936. Dimond, E. Grey. "Medical School Curriculum in the People's Republic of China." JOURNAL OF THE AMERICAN MEDICAL ASSOCIATION, 236, 13 (September 1976), 1489-91.

Curriculum at a leading medical college, student qualifications, admission procedures, and assignment of graduates, as observed on 1976 visit.

1937. Dimond, E. Grey. "Medicine in the People's Republic of China: A Progress Report." JOURNAL OF THE AMERICAN MEDICAL ASSOCIATION, 222, 9 (November 27, 1972), 1158-59.

Found on 1971 and 1972 visits that China was combining traditional and Western medicine, former barefoot doctors were entering medical schools, and rural health needs were stressed.

1938. Dimond, E. Grey. MORE THAN HERBS AND ACUPUNCTURE. New York: Norton, 1975.

Observed Mao's influence in shortening medical training and extending medical service and health care to rural masses.

1939. Dodge, R.E. "MEDICAL EDUCATION IN CHINA." Letter to the Editor. JOURNAL OF THE AMERICAN MEDICAL ASSOCIATION, 219, 10 (March 6, 1972), 1339.

China's medical curriculum is more appropriate for developing countries than are Western medical curricula.

1940. Drobny, A. "Impressions on a Visit to Some Health Services in the Chinese People's Republic." BULLETIN OF THE PAN AMERICAN HEALTH ORGANIZATION, 7, 4 (1973), 57-60.

Preventive health and sanitation measures are stressed, physicians receive little theoretical training, and paramedical personnel take three- to six-month courses followed by inservice training for three years.

1941. Durdin, Tillman. "Mao's Revolution in Public Health." CURRENT SCENE: DEVELOPMENTS IN MAINLAND CHINA, 6, 7 (May 1, 1968), 1-10.

Mao's June 1965 directive urged more health personnel for rural areas and renewed emphasis on traditional medicine. The Cultural Revolution accomplished these objectives.

1942. Effler, D.B. "Medicine in Red China." JOURNAL OF THORACIC AND CARDIOVASCULAR SURGERY, 67, 2 (February 1974), 167-74.
Visitor praised improved public health and dedication of barefoot doctors. Concluded that the quality of medical practice will decline because of shortened training for physicians.

1943. Elliott, K.A. "Observations on Medical Science and Education in the People's Republic of China." CANADIAN MEDICAL ASSOCIATION JOURNAL, 92, 9 (January 1965), 73-76.
Describes the Chinese Medical College's eight-year curriculum and the Peking Medical College's six-year curriculum, the Chinese Academy of Medical Sciences (supervises 15 specialized medical research institutes and hospitals), medical training and practices to serve rural areas, and college of traditional medicine.

1944. Ellis, E.O. "Status of Women in China: Maternal and Child Care." JOURNAL OF THE NATIONAL MEDICAL ASSOCIATION, 65, 1 (January 1973), 24-26.
Trained midwives are particularly important in rural areas; more than two million have been retrained since 1966.

1945. Ershov, V.S. "VYSSHEE VETERINARNOE OBRAZOVANIE V KITAISKOI NARODNOI RESPUBLIKE" (Professional Veterinary Training in the People's Republic of China). VETERINARIIA, 35, 12 (December 1958), 71-73. In Russian.

1946. Esposito, Bruce John. "People's Liberation Army, Medicine and the Cultural Revolution." MARINE CORPS GAZETTE, 55 (June 1971), 1-7.
Medical units of People's Liberation Army in 1967 began improving rural health care by training barefoot doctors (in course two to six months long) and training medical assistants in first aid.

1947. Esposito, Bruce John. "Politics of Medicine in the People's Republic of China." BULLETIN OF THE ATOMIC

SCIENTISTS, 28, 10 (December 1972), 4-9.
Effects of the Cultural Revolution on health care, especially in the countryside. Medical schools, closed in late 1966, began reopening in 1969, but training time was cut and traditional medicine combined with Western medicine was stressed.

1948. Faber, Knud Helge. REPORT ON MEDICAL SCHOOLS IN CHINA. Geneva: League of Nations, Health Organization, 1931.
League of Nations report prepared at China's request to raise educational standards and increase the number of competent physicians. Called for two types of training: a seven-year program for high-grade physicians and a five-year special program to produce more practitioners, particularly for rural areas. Proposed starting training for midwives and adding more nursing schools. All these schools should be approved by the Ministry.

1949. Faundes, A., and T. Luukkainen. "Health and Family Planning Services in the Chinese People's Republic." STUDIES IN FAMILY PLANNING (Supplement), 3, 7 (July 1972), 165-76.
Health personnel for family planning and for pre- and postnatal care are trained in courses of six months (barefoot doctors) to two years (nurses, midwives).

1950. Ferguson, Mary E. CHINA MEDICAL BOARD AND PEKING UNION MEDICAL COLLEGE: A CHRONICLE OF FRUITFUL COLLABORATION 1914-1951. New York: China Medical Board of New York, 1970.
History of the important teaching hospital given by the Rockefeller Foundation to China.

1951. Fischer, W. "DIE MEDIZIN IM NEUEN CHINA" (Medicine in New China). MATERIA MEDICA NORDMARK, 10, 6-7 (1958), 187-90. In German.
In 1958 there were about 70,000 physicians with Western training for 620 million people and too few university-trained medical teachers for the 600 to 800 medical students annually entering the 38 medical schools in China.

1952. Flato, Charles. "Cultural Revolution Brings Change to China; Western and Traditional Medicine Now Mix." NATION'S HEALTH 2, 9 (October 1972), 4-5.

Medical education, changed dramatically by the Cultural Revolution, is administered by Revolutionary Committees and admits more women and more students from peasant and worker families to study traditional and Western medicine.

1953. Flato, Charles. "Serving the People: Some Observations on Chinese Medicine." EASTERN HORIZON, 12, 1 (1973), 50-54.

The 1950 First National Health Congress proposed increasing medical and nursing schools to meet desperate health care needs. The Cultural Revolution shifted emphasis to rural areas, demanded that medical training be practical, and that programs be cut to three years.

1954. Fornara, P. "IMPRESSIONI DI UN PEDIATRA PENSIONATO SULL'INSEGNAMENTO DELLA MEDICINA IN CINA" (Impressions of a Retired Pediatrician on the Teaching of Medicine in China). MINERVA MEDICINE, 63, 41 (June-July 1972), 10-16. In Italian.

Barefoot doctors take three-to-five months of Western and traditional medical courses, plus refresher courses, for rural service to peasants. Medical education, suspended in 1966 and reconstituted in 1970, lasts three years; pharmacy education, two and a half years; nurses having five or more years' practical work can be admitted to medical school and obtain a degree in one year.

1955. Freedman, Lawrence. "The Relevance of Acupuncture." YALE JOURNAL OF BIOLOGY AND MEDICINE, 45, 1 (1972), 70-72.

Describes Chinese acupuncturist as a respected, professionally trained medical assistant who alleviates, in a traditional setting, patients' pain.

1956. Freymond, A. "CINA 1971" (China 1971). PROFESSIONI INFERMIERISTICHE, 25 (January-February 1972), 3-11. In Italian.

Observed effort to provide medical services for all, even in remote regions, using paramedical personnel trained in both Western and traditional practices.

1957. Galston, Arthur W. "Needles, Herbs, and Health for All." DAILY LIFE IN PEOPLE'S CHINA. New York: Crowell, 1973, pp. 209-30.

Praises grassroots health care system using briefly trained paraprofessionals who refer serious cases to larger medical facilities.

1958. Gingras, G., and D.A. Geekie. "China Report: Health Care in the World's Most Populous Country." CANADIAN MEDICAL ASSOCIATION JOURNAL, 109, 2 (July 21, 1973), 150A-P.

Three types of Western medical courses were offered and health care delivery was decentralized.

1959. Gingras, G., and D.A. Geekie. "Innovations from China: Report of a Canadian Medical Delegation." REHABILITATION WORLD, 2, 1 (Winter 1976), 8-15.

Reports on acupuncture, treatment of deaf, and health care facilities.

1960. Grant, John B. "Western Medicine in Pre-Communist China." AMERICAN JOURNAL OF PUBLIC HEALTH, 50, 6, Part 2 (1960), 36-39.

Describes Western medicine and health care since 1911: more students studying medicine abroad, development of medical training facilities, and establishment of a Ministry of Health in 1929.

1961. Green, R.P. "China: A Medical Student's Viewpoint." JOURNAL OF THE NATIONAL MEDICAL ASSOCIATION, 65, 1 (January 1973), 29-31.

Describes medical education in 1973: entry age about 20, after senior middle school graduation plus two years' productive labor, recommendation from student's commune, and three-year course (six-year curriculum before Cultural Revolution): basic science first year, clinical courses second year, and commune hospital/clinic field work third year. Describes Chung Shan Medical School and Hospital in Kwangchow.

1962. Henderson, Gail E., and Myron S. Cohen. THE CHINESE HOSPITAL: A SOCIALIST WORK UNIT. New Haven, CT: Yale University Press, 1984.
Large urban teaching hospital, like almost all urban work places, provides housing, education, food, clothing, medical care, and political surveillance for all its members.

1963. Henschen, F. "KINAS NYA 'BARFOTADOKTORER'" (New Barefoot Doctors in China). LAKARTIDNINGEN, 66, 18 (1969), 1850-52. In Swedish.
Barefoot doctors, whose training grew out of a 1965 Mao order, teach hygiene and eventually help train other barefoot doctors.

1964. Hevi, Emmanuel John. AN AFRICAN STUDENT IN CHINA. New York: Praeger, 1964.
A Ghanaian medical student at Peking Medical College found that scientific facts were distorted to fit political necessity and racial prejudice limited black freedom.

1965. Hillier, S.M. "The Provision and Training of Medical and Paramedical Personnel." HEALTH CARE AND TRADITIONAL MEDICINE IN CHINA 1800-1982. Edited by S. M. Hillier and J. A. Jewell. London: Routledge & Kegan Paul, 1983, pp. 339-77.
Describes medical education (middle level and higher level physicians and nurses) during these periods with their various emphases: 1949-54, 1957-59, 1960-64, 1965-70, 1970-76.

1966. Hillier, S.M. "Psychiatry and the Treatment of Mental Illness in China." HEALTH CARE AND TRADITIONAL MEDICINE IN CHINA 1800-1982. Edited by S. M. Hillier and J. A. Jewell. London: Routledge & Kegan Paul, 1983, pp. 378-407.
Facilities, resources, and training of psychiatrists.

1967. Holden, Reuben Andrus. YALE IN CHINA: THE MAINLAND, 1901-1951. New Haven, CT: Yale in China Association, 1964.

Yale-in-China, outgrowth of turn-of-the-century intercollegiate religious movement, became an educational and medical center in Changsha (Hunan Province): the largest middle school in the province, the best equipped hospital in central China, Hsiang-Ya Medical College and Nursing School. Taken by the Communists in mid-1951, these schools continued under new names.

1968. Hsia, David Yi-yung. "A Student Looks at Medicine in China Today." NATIONAL RECONSTRUCTION JOURNAL, 7, 3 (1947), 58.

Found only a few hundred physicians adequately trained by Western standards. Only Peking Union Medical College produced competent doctors; and it suffered, along with all other medical schools, from shortages of funding, textbooks, and laboratory equipment. Conditions worsened during World War II.

1969. Hu, Shi Ming, and Eli Seifman. "Medical Education in China." AMERICAN JOURNAL OF CHINESE MEDICINE, 4, 3 (Autumn 1976), 297-310.

Review of the directions and emphases in medical and health work after the Cultural Revolution.

1970. Hume, Edward H. DOCTORS COURAGEOUS. New York: Harper, 1950.

Medical training and careers of Christian women physicians (medical missionaries and converts) in Africa, India, Pakistan, Near and Middle East, and China.

1971. Hume, Edward H. "Fifty Years of Health Progress in China." NATIONAL RECONSTRUCTION JOURNAL, 6, 3 (1946), 3.

The Imperial Medical College was founded during the Sung Dynasty (960-1279 A.D.), but missionaries in the nineteenth century brought Western medicine to China. The China Medical Missionary Association was founded in 1886; nurses' training began in 1887 in Shanghai and Nanking; and by 1913

500 Chinese students were in medical school. The first national health administrator was named in 1928.

1972. Huth, E.J. "Turmoil in Medical Education: Peking, Paris, and Points West." ANNALS OF INTERNAL MEDICINE, 70, 1 (January 1969), 225-28.

As students in other countries protested for higher education reform, so too in 1968 CHINESE MEDICAL JOURNAL (later CHINA'S MEDICINE) reflected Mao's thoughts and criticized China Medical College's offering training inadequate for patients' needs.

1973. Ingle, J.I. "Report on Dentistry in China." REPORT OF THE MEDICAL DELEGATION TO THE PEOPLE'S REPUBLIC OF CHINA. Edited by the Institute of Medicine, National Academy of Sciences. Washington, DC: National Academy of Sciences, 1973, pp. 83-108.

Curriculum of the three-year training program for dentists is 30 percent basic sciences, 30 percent general medicine, and 40 percent mouth diseases.

1974. Jain, K.K. "Glimpses of Chinese Medicine 1971: Changes with the Cultural Revolution." CANADIAN MEDICAL ASSOCIATION JOURNAL, 106 (January 1972), 46-50.

Doctors of Western medicine also train in traditional medicine. Describes training of barefoot doctors and nurses, medical schools, and medical research and publications.

1975. John F. Fogarty International Center for Advanced Study in the Health Sciences, Bethesda, MD. TOPICS OF STUDY INTEREST IN CHINESE MEDICINE AND PUBLIC HEALTH: REPORT OF A PLANNING MEETING. Washington, DC: DHEW Publication No. (NIH) 72-395, 1972.

Medical and health manpower and training are among topics discussed.

1976. Jones, F.A. "Visit to China." BRITISH MEDICAL JOURNAL, 9 (November 1957), 1105-07.

Peking Medical College, China's largest medical school, is described.

1977. Kao, Frederick F. "China, Chinese Medicine, and the Chinese Medical System." AMERICAN JOURNAL OF CHINESE MEDICINE, 1, 1 (January 1973), 1-59.

History of Chinese medicine includes the philosophy and curriculum of medical training.

1978. Kao, Frederick F., and John J. Kao. "Traditional and Modern Medicine in China." IMPACT OF SCIENCE ON SOCIETY, 25, 3 (July-September 1975), 259-66.

Modern medical education and health care represent a transition from "M.D.'s prerogative" to "people's right." China has attempted a far-reaching, pragmatic solution that may serve as a world model.

1979. Karefa-Smart, John. "The Relevance for Developing Countries of the Chinese Experience in the Health Field." MEDICINE IN CHINESE CULTURES: COMPARATIVE STUDIES OF HEALTH CARE IN CHINESE AND OTHER SOCIETIES. Edited by Arthur Kleinman et al. Washington, DC: DHEW Publication No. (NIH) 75-653, 1975, pp. 709-12.

Cites success in health education and public health, in expanding Western and traditional medical schools while urging their cooperation, and in providing continuing medical education at all levels.

1980. Katz, A.M. "Medical Education in China, 1973: Service to the People." PHAROS, 36, 4 (October 1973), 139-41, 151.

Medical students are unmarried middle school graduates, with two years work experience, recommended on basis of their work and political record by fellow workers; medical curriculum reduced since Cultural Revolution to three years and linked to commune and county hospital needs. Comments favorably on teaching, laboratory facilities, students' attitudes, and curriculum (visits to Chung Shan Medical School, Canton, and Medical School, Shanghai).

1981. Kerr, N.W. "Life and Work of the Dental Surgeon and Oral Surgeon in the People's Republic of China." BRITISH JOURNAL OF ORAL SURGERY, 11, 1 (July 1973), 36-42.

Dental training in 1972 consisted of preclinical subjects, first year; Western and traditional medicine and surgery, second year; and practice, third year.

1982. Kilborn, Leslie G. "Medical Education in Communist China." JOURNAL OF MEDICAL EDUCATION, 29, 4 (April 1954), 21-27.

Criticizes Communists for emphasizing ideology over medical ethics and the scientific spirit and for sacrificing quality for quantity in medical education.

1983. Kilborn, Leslie G. "Medical Education." WARTIME CHINA, AS SEEN BY WESTERNERS. Chungking: China Publishing Co., 1942, pp. 204-11.

Western-style medical education, begun by missionaries, was greatly hampered by the Japanese occupation. By 1944, 27 medical schools were operating in western China, despite shortages of textbooks and equipment.

1984. King-Salmon, Frances W. HOUSE OF A THOUSAND BABIES: EXPERIENCES OF AN AMERICAN WOMAN PHYSICIAN IN CHINA (1922-1940). Jericho, NY: Exposition Press, 1968.

Autobiography of a woman physician's teaching and medical practice in Margaret Williamson Hospital, Shanghai.

1985. Kleinman, Arthur et al., eds. MEDICINE IN CHINESE CULTURES: COMPARATIVE STUDIES OF HEALTH CARE IN CHINESE AND OTHER SOCIETIES. Washington, DC: DHEW Publication No. (NIH) 75-653, 1975.

Conference papers (1974) about medicine in Chinese communities in Hong Kong, Malaysia, Taiwan, the U.S., and elsewhere; the historical and cultural influence of Chinese medicine; and medical practice in the People's Republic of China.

1986. La Dany, L. "Health for the Millions." CHINA NEWS ANALYSIS, 738 (January 3, 1969), 1-7.

In 1969 revolutionary committees replaced old administrative bodies in medical colleges.

1987. Lampton, David M. "Trends in Health Policy." CURRENT SCENE: DEVELOPMENTS IN MAINLAND CHINA, 12, 6 (June 1974), 1-9.

Despite Mao's 1971 directives to shorten medical schooling, poor health care created pressure for more training and Sun Yat-sen Medical School, Canton, in 1974 lengthened its course to three-and-a-half years.

1988. Lee, Rance P.L. "Comparative Studies of Health Care Systems." SOCIAL SCIENCE AND MEDICINE, 16, 6 (1982), 629-42.

Compares health care systems of China, Taiwan, and Hong Kong. Foresees wider diffusion of Western medical training and practice as well as continuing interest in traditional medicine.

1989. Lennox, William G. "Medical Missions." LAYMEN'S FOREIGN MISSION FACT-FINDERS' REPORT: CHINA. VOLUME V. SUPPLEMENTARY SERIES. PART TWO. Edited by Orville A. Petty. New York: Harper, 1933, pp. 425-501.

Discusses missionary and non-missionary medical education, schools of dentistry and pharmacy, training of nurses and midwives, and the role of missions in providing health care.

1990. Lessof, Maurice, and Jeremy Dale. "Meeting Enormous Health Needs: Medical Education." CHINA NOW, 87 (November-December 1979), 15-19.

China had 12,000 trained physicians in 1949 (needed half a million) and 48,474 in 1959, plus 263,000 middle grade doctors. Describes shorter training of middle grade doctors and barefoot doctors, policy for urban and rural placement of medical personnel, and types of medical specialization.

1991. Lim, R.K., and G.H. Wang. "Physiological Sciences." SCIENCES IN COMMUNIST CHINA. Edited by Sidney H. Gould. Washington, DC: American Association for the Advancement of Science, 1961, pp. 323-62.

History of medical education, influence of the West, research institutes, and aspects of medical physiology.

1992. Lin, Hazel. THE PHYSICIANS: A NOVEL. New York: John Day Co., 1951.

Novel whose heroine, Hsiao-Chen, studied medicine in China and the U.S. She credited her success in kidney research to a combination of Western medicine and teaching she received about Chinese medicine from her Peking grandfather, a physician.

1993. Lindsay, K. "Where Patients and Doctors Help Train Each Other." HEALTH RIGHTS NEWS, 5, 6 (December 1972), p. 13.

Discusses medical education curricula, admissions policy, ideology, and status of women in medicine, as observed at Sun Yat-sen Medical College and Sin Hwa Medical College.

1994. Lu, Wei-po, and Yung-ching Yu. "Learning From Ancient China's Medicine." CHINA RECONSTRUCTS, 8 (October 1959), 32-34.

Two medical graduate students outline their two-and-a-half year study program at the Research Institute for Chinese Traditional Medicine, Peking.

1995. Lubic, R.W. "Observations on Nursing and Midwifery Education." REPORT OF THE MEDICAL DELEGATION TO THE PEOPLE'S REPUBLIC OF CHINA. Washington, DC: National Academy of Sciences, 1973, pp. 136-38.

With nursing and midwifery schools closed in 1966 (Cultural Revolution), informal apprenticeship training was given. When reopened, nursing programs lasted two years after junior middle school.

1996. McLennan, H. "Canadian Visitor Sees Medicine in China and is Impressed." SCIENCE FORUM, 6, 5 (October 1973), 23-25.

Medical teams of ten or more from larger urban hospitals who spend a year in the countryside provide continuing medical education for barefoot doctors. Massive public health education campaigns have instilled pride in personal hygiene and physical fitness.

1997. Maddin, S. "Medicine in China Today." EASTERN HORIZON, 11, 6 (1972), 31-36.

Observer notes shortened medical education and how high school graduates with barefoot doctor or nursing experience are selected for medical school entrance.

1998. Mann, F. "Chinese Traditional Medicine: A Practitioner's View." CHINA QUARTERLY, 23 (July-September 1965), 28-36.

Separate medical schools train practitioners in traditional Chinese medicine and Western scientific medicine, and hospitals are staffed with both kinds of physicians.

1999. Mann, Marion. "Medical Education in the People's Republic of China." JOURNAL OF THE NATIONAL MEDICAL ASSOCIATION, 65, 1 (January 1973), 8-10.

Reports on the program at Chung Shan Medical College in Canton, visited in 1972.

2000. "Medicine in China." MEDICAL WORLD NEWS, 13, 2 (January 14, 1972), 51-62.

Cultural Revolution thrust medical training and care to rural areas. Describes medical education, 1971, as lasting three years, with graduates expected to return to their own communities.

2001. "Medicine in People's Republic of China: Reprise." JOURNAL OF THE AMERICAN MEDICAL ASSOCIATION, 222, 9 (November 27, 1972), 1179.

Endorses E. Grey Dimond's view that Chinese medical practices should not be judged by strict Western scientific standards. Medical students include many former barefoot doctors.

2002. Mellander, O. "Health Services and Medical Education in China: A Brief Report." HUMAN RIGHTS IN HEALTH. Amsterdam, Netherlands: Associated Scientific Publishers, 1974, pp. 153-167.

Medical education entrance requirements, curriculum, rural hospital internship, and cost to students.

2003. "Mental Hygiene and Health Education." THE EDUCATIONAL RESEARCH, 2, 1 (December 1934), entire issue.
Published semi-annually by the College of Education, National Central University, Nanking.

2004. Minkowski, Alexandre. "Health of Mother and Child: The Experience in the People's Republic of China, the Democratic Republic of Vietnam, and Cuba." IMPACT OF SCIENCE ON SOCIETY, 23, 1 (1973), 29-41.
Training of health care personnel for mothers and children in China, Vietnam, and Cuba.

2005. Miura, U. "Preservation of Health in Manchuria Together with a Short History of Hygienics: With Special Reference to the Medical College of Manchuria." JAPANESE JOURNAL OF HYGIENE, 23 (August 1968), 332-38.
Described are Medicine Academy of Southern Manchuria, the Medical University of Manchuria, the Medical Education Institute of Manchuria, the Medical University of Sheng-Ching, and several research institutes in health training and care.

2006. Miyakawa, Mari. "Educational Aspects of Acupuncture and Electrotherapeutics: The System of Education in Traditional Chinese Medicine for Chinese and Foreign Students." ACUPUNCTURE AND ELECTROTHERAPEUTICS RESEARCH, 4, 3-4 (1979), 239-50.
Japanese physician describes a course for foreign students at Peking Institute of Traditional Chinese Medicine which combines traditional Chinese and Western medicine. No basic training in the natural sciences is offered.

2007. Morita, N. "Nursing in Red China." JAPANESE JOURNAL OF NURSING, 60 (February 1966), 84-85.
Describes nursing education: four years of university education (after high school graduation); and medical education: four years of university education in Western and

traditional medicine, plus two years' practical training. Most doctors and almost all pediatricians are female. Stress is on preventive medicine.

2008. "NMA China Visit." JOURNAL OF THE NATIONAL MEDICAL ASSOCIATION, 65 (January 1973), entire issue.
On medical education and various aspects of medical care observed by National Medical Association visitors to China.

2009. New, Peter Kong-ming, and Mary Louie New. "The Links Between Health and the Political Structure in New China." HUMAN ORGANIZATION, 34, 3 (Fall 1975), 237-51.
Barefoot doctors in historical, social, and comparative contexts. Concluded that barefoot doctors would encounter difficulties in other cultures.

2010. "Orientation of the Revolution in Medical Education as Seen in the Growth of 'Barefoot Doctors': Report of an Investigation, Shanghai." PEKING REVIEW, 11, 38 (September 20, 1968), 18-22.
Training for barefoot doctors, who are half-time farm workers, stresses prevention as the first step toward good public health.

2011. Orleans, Leo A. HEALTH POLICIES AND SERVICES IN CHINA, 1974. Washington, DC: Government Printing Office, 1974.
Training of health care and medical manpower before and since the Cultural Revolution.

2012. Orleans, Leo A. "Medical Education and Manpower in Communist China." COMPARATIVE EDUCATION REVIEW, 13 (February 1969), 20-42.
The Cultural Revolution "will be little short of disastrous in its effect on the educational system and particularly on the production of higher level medical personnel."

2013. Orleans, Leo A. "Medical Scientists." PROFESSIONAL MANPOWER AND EDUCATION IN COMMUNIST CHINA.

Washington, DC: National Science Foundation, 1961, pp. 134-42.

In 1958 China gave traditional doctors the same status as Western medical practitioners. By 1961 the number of physicians was still inadequate, rural areas were served mainly by subprofessionals, and 40 percent of medical students were women.

2014. Penfield, W. "China Mission Accomplished." CANADIAN MEDICAL ASSOCIATION JOURNAL, 97 (August 26, 1967), 468-70.

In 1962, 500,000 traditional physicians were practicing, 100,000 doctors had been trained in Western medicine, there were Western medical colleges in every province except Tibet, larger city teaching hospitals seemed first rate, and medical research was progressing. Describes Canadian medical missionaries Norman Bethune and Leslie Kilborn.

2015. Penfield, W. "Oriental Renaissance in Education and Medicine." SCIENCE, 141, 3586 (September 20, 1963), 1153-61.

Observations on medical education in Peking, Shanghai, and elsewhere and survey of medical education achievements and shortcomings, 1949-62.

2016. Perez, Joel. BAREFOOT DOCTORS. OCCASIONAL PAPER NO. 77-4. Stony Brook: State University of New York, American Historical Association Faculty Development Program, 1977. ERIC ED 141 263.

Recruitment of rural paramedical personnel (barefoot doctors) began after Mao's 1965 call for increased rural medical and health care. Formal training lasts three to six months and is followed by on-the-job training.

2017. Pickowicz, P.G. "Barefoot Doctors in China: People, Politics and Paramedicine." EASTERN HORIZON, 11 (1971), 25-38.

Recruitment and training of barefoot doctors and the disadvantages of long, expensive medical education.

2018. Poric'kyj, A.J., and M.P. Pryxod'ko. "VYVČAJMO NARODNU MEDYCYNU" (Let Us Study Folk Medicine). FOLK CREATIVITY AND ETHNOGRAPHY, 9, 4 (July-August 1965), 69-72. In Ukrainian.

Urging that folk medicine in the U.S.S.R. be more seriously examined, the author points to China's four institutes of folk medicine and related activities.

2019. Quijada Cerda, O.A. "ALGUNOS ASPECTOS DE LA ENSENANZA MEDICA" (Aspects of Medical Training). MEDICINA EN CHINA. Santiago, Chile: Soc. Impresora "Horizonte" Limitada, 1962, pp. 149-70. In Spanish.

Eighty Western-style medical schools established since 1949, and four traditional medical schools. Mao's urging of mobilization for improved health led to 1952 Patriotic Health Movement to speed up medical personnel training. Curriculum of some medical schools discussed.

2020. Rapp, Fred. "The Pioneering Effort of the People's Republic of China in Medical Education and Medical Care." JOURNAL OF GENERAL EDUCATION, 26, 3 (Fall 1974), 241-48.

Describes medical education, care, and research.

2021. Reeves, William, Jr. "Sino-American Cooperation in Medicine: The Origins of Hsiang-ya, 1902-1914." PAPERS ON CHINA, 14 (December 1960), 161-214. Reprinted in AMERICAN MISSIONARIES IN CHINA: PAPERS FROM HARVARD SEMINARS. Edited by Kwang-ching Liu. Cambridge, MA: Harvard University, East Asian Research Center, 1966, pp. 128-82.

Development and growth of the Yale medical mission to China through 1914 (when an agreement for a Yale-Hunan-sponsored medical school and hospital was signed); examines problems inherent in such a mission and discusses problems peculiar to Yale's activity in cooperating with Hunan gentry.

2022. "Revolutionaries of a Medical College Denounce the Revisionist Line in Education." PEKING REVIEW, 11, 17 (April 26, 1968), 16-18.

At China Medical College the goal is to reform medical education in order to improve rural health care.

2023. "Revolutionisation of Medical Education." SUMMARY OF WORLD BROADCASTS, May 3, 1969, FE-3064-B-2-B-3.

Describes "reeducation" of Anhwei Medical College faculty and students who in December 1968 walked to the countryside to learn from peasants about their health needs.

2024. Rifkin, Susan B. "Health Care in China." IMPACT, 12, 4 (April 1977), 128-34.

Examines the barefoot doctor program, low-cost approach to expanding rural health care. Cites similar programs in the Philippines and Indonesia. A common basic principle is that training reflects local conditions.

2025. Rosen, Samuel. "Acupuncture and Chinese Medical Practices." VOLTA REVIEW, 76, 6 (September 1974), 340-50.

Describes a pilot study of acupuncture treatment of 40 deaf children, ages 9-15. No significant improvement was found.

2026. Rosen, Samuel. "Treatment of Severe Neuro-Sensory Hearing Loss with Acupuncture." REHABILITATION WORLD, 2, 1 (Winter 1976), 16-17.

Concludes that one to four years of acupuncture treatment results in hearing improvement in children with serious hearing loss.

2027. Rosenthal, Marilynn M. "Health Care in the PRC, 1981." MEDICAL ANTHROPOLOGY NEWSLETTER, 13, 2 (February 1982), 1, 3-4.

Health care quality is uneven but the goal is to professionalize barefoot doctors, improve facilities, and encourage Western training.

2028. Rosenthal, Marilynn M., and Jay R. Greiner. "The Barefoot Doctors of China: From Political Creation to

Professionalization." HUMAN ORGANIZATION, 41, 4 (Winter 1982), 330-41.

Found on 1979 and 1981 visits that China's goal is to professionalize barefoot doctors by giving medical training and requiring certification.

2029. Said, H.M. MEDICINE IN CHINA. Karachi, Pakistan: Hamdard Academy, 1965.

History of medicine in China, Western influence, and the merging of traditional and Western medicine as observed in 1963. Describes curricula and textbooks at seven medical institutions.

2030. Salaff, J.W. "Physician Heal Thyself." FAR EASTERN ECONOMIC REVIEW, 44 (October 27-November 2, 1968), 291-93.

Cultural Revolution closed medical schools and shifted emphasis in health care: training was shortened, theory downplayed, and rural health needs given priority.

2031. Schneider, Laurence A. "The Rockefeller Foundation, the China Foundation, and the Development of Modern Science in China." SOCIAL SCIENCE AND MEDICINE, 16, 12 (1982), 1217-21.

In China, 1920s-1930s, the Rockefeller Foundation tried to build a scientific infrastructure and used the Johns Hopkins model of combining medical training, clinical practice, and research.

2032. Shimizu, Hiroshi. "Acupuncture Treatment for Deafness: An Eyewitness Report." VOLTA REVIEW, 76, 5 (May 1974), 290-92.

Found no evidence that acupuncture improved the hearing of aurally handicapped children.

2033. Sidel, Ruth. "Social Services in China." SOCIAL WORK, 17, 6 (November 1972), 5-13.

Describes training methods for paraprofessional medical and other social service workers.

2034. Sidel, Ruth. "Women in Medicine in the People's Republic of China." EASTERN HORIZON, 12, 4 (1973), 57-60.

Although few women physicians are on medical school faculties or administrative staffs, women compose about half of medical students and have working conditions conducive to combining a medical career with marriage and motherhood.

2035. Sidel, Victor W. "The Barefoot Doctors of the People's Republic of China." NEW ENGLAND JOURNAL OF MEDICINE, 286 (June 15, 1972), 1292-1300.

Over a million paramedical barefoot doctors have improved sanitation, health care, and health education.

2036. Sidel, Victor W. "Medical Education in the People's Republic of China." NEW PHYSICIAN, 21, 5 (May 1972), 284-91.

Overview of the pattern of medical education existing in late 1971.

2037. Sidel, Victor W. "Medical Personnel and Their Training." MEDICINE AND PUBLIC HEALTH IN THE PEOPLE'S REPUBLIC OF CHINA. Edited by Joseph R. Quinn. Bethesda, MD: DHEW Publication No. (NIH) 73-67, June 1972, pp. 153-71.

After 1949 medical schools were increased and revised along U.S.S.R. lines; Western-style and traditional medicine were integrated; and middle medical schools were established to train junior middle school graduates for three years as assistant doctors, nurses, midwives, pharmacists, radiologists, and others. Cultural Revolution changes shifted medical care and training from urban to rural areas, using barefoot doctors (three months' training), worker doctors (one-month training), Red Guard doctors (ten days' training). Medical school entrance requirements were based on ideological commitment, shortened training, and practical over theoretical training.

2038. Sidel, Victor W. "Role and Training of Medical Personnel." PUBLIC HEALTH IN THE PEOPLE'S REPUBLIC OF CHINA: REPORT OF A CONFERENCE. Edited by M. E. Wegman et al. New York: Josiah Macy, Jr. Foundation, 1973, pp. 158-68.

Medical education, 1971, included decentralized service and training, Western-style and traditional medical training, emphasis on skills rather than credentials, stress on paraprofessionals and middle level medical training. Professionals were being "reeducated" by rural work periods, and emphasis was on service rather than reward.

2039. Sidel, Victor W. "Serve the People: Medical Care in the People's Republic of China." ASIA, 4 (Summer 1972), 3-30.
Describes public health services and the work of Sun Yat-sen Medical School.

2040. Sidel, Victor W., and Ruth Sidel. "V. Medical Education." SERVE THE PEOPLE: OBSERVATIONS ON MEDICINE IN THE PEOPLE'S REPUBLIC OF CHINA. New York: Josiah Macy, Jr. Foundation, 1973, pp. 111-26.
History of medical education, including postgraduate medical education, pre- and post-Cultural Revolution (Peking Medical College and other institutions as examples), barefoot doctors, Chinese Academy of Medical Sciences, various Chinese medical journals, training of health care workers, and traditional and Western medical education.

2041. Sieh, Marie. "Doctors and Patients." CHINESE SOCIETY UNDER COMMUNISM: A READER. Edited by W.T. Liu. New York: John Wiley, 1967, pp. 381-94.
Administration, training, curriculum, and responsibilities of Western-style physicians and traditional practitioners.

2042. Sieh, Marie. "Medicine in China: Wealth for the State. Part I, II." CURRENT SCENE: DEVELOPMENTS IN MAINLAND CHINA, 3, 5 (October 15, 1964), 1-12; 3, 6 (November 1, 1964), 1-15.
Refugees from China describe medical care, training, and curriculum (1964): Western-trained doctors take a six-year course, students perform two months of rural manual labor, graduates are assigned jobs regardless of personal wishes, qualified nurses have two years of study plus two years of experience, and political zealots are sent for medical apprenticeship to rural areas under a medical doctor.

2043. Stanley, Margaret. *"Gunfire, Shepherd's Flute and an American Nurse."* EASTERN HORIZON, 16, 4 (1977), 36-41.
Nurse describes teaching public health near Yenan, 1947.

2044. Stanley, Margaret. "A Slow Journey Home." EASTERN HORIZON, 16, 7 (1977), 4-45.
Nurse describes helping train medical staff, International Peace Hospital, Yenan, 1947.

2045. "STIFTUNG DEUTSCHE MEDIZINSCHULE FÜR CHINESEN IN SCHANGHAI" (The Founding of the German School of Medicine for Chinese in Shanghai). CHINA-ARCHIV, 2, 11 (November 24, 1917), 590-93. In German.

2046. Sulzmann, R. "TRADITIONELLE UND MODERNE MEDIZIN IN CHINA" (Traditional and Modern Medicine in China). MEDIZINISCHE WELT, 32 (August 9, 1969), 1759-63. In German.
Shortage of physicians and poor rural health conditions illustrate why the Cultural Revolution increased barefoot doctors, sent medical faculties and students to the countryside, and shortened medical training, allowing a traditional as well as scientific curriculum.

2047. Suttmeier, Richard Peter. "The Academy of Medical Sciences." MEDICINE AND PUBLIC HEALTH IN THE PEOPLE'S REPUBLIC OF CHINA. Edited by Joseph R. Quinn. Washington, DC: DHEW Publication No. (NIH) 73-67, 1973, pp. 173-90.
Chinese Academy of Sciences (1954) followed the U.S.S.R. model with departments (from 1956) of mathematics, physics, chemistry, biological sciences, earth sciences, and technical sciences. Similarly, the Chinese Academy of Medical Sciences (1956) included departments of bacteriology and immunology, biochemistry, chemistry, hygiene, internal medicine, microbiology, nutrition, obstetrics and gynecology, pathology, experimental morphology, pharmaceutical chemistry, therapeutics, physiology, sanitation, surgery, and virology. Also covers post-Cultural Revolution medical research.

2048. Sze, Szeming. "The Education of Chinese Medical Students Abroad." CHINA QUARTERLY, 1, 3 (March 1936), 61-64.

Cites the expense and cultural disadvantages of extended medical study abroad, praises improved medical education since 1927 when the permanent government Commission on Medical Education began building a national system of medical schools (aided by the unofficial Chinese Medical Association), and recommends postgraduate one- or two-year medical courses abroad.

2049. Taipale, Vappu, and Ilkka Taipale. "On Chinese Psychiatry: A Visit to a Chinese Mental Hospital." PSYCHIATRIA FENNICA 1973; YEARBOOK OF THE PSYCHIATRIC CLINIC OF THE HELSINKI UNIVERSITY CENTRAL HOSPITAL. Helsinki: Academic Bookstore, 1973, pp. 79-85.

After 1949 Chinese psychiatry, influenced by the U.S.S.R., dropped psychoanalytical theories and used Pavlovian theory and biological psychiatry.

2050. T'ao, Lee. "Some Statistics on Medical Schools in China for 1932-1933." CHINESE MEDICAL JOURNAL, 47, 10 (October 1933), 1029-39.

Analyzes statistics from 27 medical schools with 3,528 students, 1932-33, supported as follows: national government, four medical schools; provinces, five medical schools; private, 16; and the army, two medical schools.

2051. T'ao, Lee. "Some Statistics on Medical Schools in China for the Year 1933-1934." CHINESE MEDICAL JOURNAL, 49, 9 (September 1935), 894-902.

2052. Tao, S.M. "Medical Education of Chinese Women." CHINESE MEDICAL JOURNAL, 47, 10 (October 1933), 1010-28.

Because women patients were reluctant to be treated by male physicians, admission of women to medical schools began in 1879. Women's medical colleges were opened in Canton, 1899; Soochow, 1891; and Peking, 1908. In 1932-33, China had 24 coeducational medical schools and two for women only. Ratio of women to men doctors was one to ten, and medicine was the only profession in which women were firmly established.

2053. Teltsch, Kathleen. "7 From China Renew a Link to U.S." NEW YORK TIMES, January 21, 1980, pp. B1, B3.
Seven Chinese scientists at Rockefeller University, NY, renewed ties begun when John D. Rockefeller founded, 1913, Peking Union Medical College, nationalized by the Communists in 1951. In 1980 the Rockefeller Foundation voted $350,000 to establish in Peking a modern research institute in reproductive biology.

2054. Thomson, R.K., and W.C. MacKenzie. "Visit to the People's Republic of China." CANADIAN MEDICAL ASSOCIATION JOURNAL, 97 (August 12, 1967), 349-60.
Findings about medical education during visits to eight medical research centers.

2055. "Training in Medicine." CHINA NEWS ANALYSIS, 577 (August 20, 1965), 1-7.
Training and apprenticeship at China Medical University (formerly Peking Union Medical College) and elsewhere in Western-style medicine and in traditional herbal medicine (includes evening medical schools and half-study-half-work medical schools).

2056. "Training Red Doctors from Among the Workers." PEKING REVIEW, 12, 5 (January 31, 1969), 17-18.
Shanghai factories and plants are responding to Mao's directive for more medical workers by approving workers recommended for their ideological zeal who want to be sent to hospitals for medical training.

2057. Ts'ang, Yu-ch'uang. "OCHERK ISTORII ANATOMII V KITAE. K 10-LETIYU KITAISKOI NARODNOI RESPUBLIKI" (Outline of the History of Anatomy in China. On the 10th Anniversary of the Chinese People's Republic). ARKHIV ANATOMII, GISTOLOGII I EMBRIOLOGII, 37, 10 (1959), 3-16. In Russian.

Discusses two Chinese books describing medical science over past 2,000 years, especially the development, teaching, and organization of anatomy; includes the activities of the Chinese Association of Anatomists.

2058. Tzin, Sinchjun. "SANITARNOE PROSVESHCHENIE V KITAISKOI NARODNOI RESPUBLIKE" (Sanitation Education in the Chinese People's Republic). SOVETSKOE ZDRAVOKHRANENIE, 2 (March-April 1955), 56-60. In Russian.

Describes China's program to educate the people in sanitation and hygiene patterned after the U.S.S.R. program.

2059. UNESCO. THE HEALTHY VILLAGE: AN EXPERIMENT IN VISUAL EDUCATION IN CHINA. Paris: UNESCO, 1951.

About a one-year (1949) health education experiment in west China run jointly by UNESCO and China's mass education movement. Its aim was to produce audiovisual materials for use mainly with illiterates.

2060. U.S. Consulate General, Hong Kong. "Medical School for 'Barefoot Doctors.'" SURVEY OF CHINA MAINLAND PRESS, 4402 (April 25, 1969), 18-20.

Describes a rural Shensi school for teaching barefoot doctors modern and traditional medicine. Requirements: three months' manual labor for the school and for own commune plus six months' medical training.

2061. "U.S. Imperialist Cultural Aggression Disguised as Friendship." CHINA RECONSTRUCTS, 17 (November 1968), 44-48.

During the Cultural Revolution Peking Union Medical College was attacked for claiming to be a philanthropic effort while actually being a U.S. political tool.

2062. U.S. Library of Congress. CHINESE PERSONALITIES IN BIOMEDICINE. Washington, DC: DHEW Publication No. (NIH) 75-783, 1975.

Lists medical specialists in biomedicine, their education, specialization, positions held, and publications.

2063. Unschuld, Paul. MEDEZIN IN CHINA: EINE IDEENGESCHICHTE (MEDICINE IN CHINA: A HISTORY OF IDEAS). Munich, Germany: Beck, 1980. In German.
Two-thousand-year survey of medicine includes Communist health education and health care to the post-Mao period.

2064. Walls, Philip D. et al. "Medical Education in the People's Republic of China." JOURNAL OF MEDICAL EDUCATION, 50, 4 (April 1975), 371-83.
Visits to five medical colleges, 1973; discusses theories and practices of medical training, with special emphasis on curriculum.

2065. Wang, R. "Nursing in China." AMERICAN JOURNAL OF CHINESE MEDICINE, 2, 1 (1974), 45-47.
Describes admissions policy, training, and duties of nurses.

2066. Wang, Virginia Li. "Training of the Barefoot Doctor in the People's Republic of China: From Prevention to Curative Service." INTERNATIONAL JOURNAL OF HEALTH SERVICES, 5, 3 (1975), 475-88.
Report on some disparate patterns of training China's paramedical personnel.

2067. Woman and Child Health Care Station of Jutung County, Kiangsu. "'Barefoot' Doctors Active in Rural Child Health Care." CHINESE MEDICAL JOURNAL, 1, 2 (1975), 95-98.
One task of barefoot doctors is to provide public health education.

2068. Worth, R.M. "New China's Accomplishments in the Control of Diseases." PUBLIC HEALTH IN THE PEOPLE'S REPUBLIC OF CHINA: REPORT OF A CONFERENCE. Edited by M. E. Wegman et al. New York: Josiah Macy, Jr. Foundation, 1973, pp. 173-84.
In disease-ridden China (widespread smallpox, malaria, hookworm, syphilis) the Communists in the early 1950s used the media to conduct an intensive health education campaign.

2069. Worth, R.M. "Rural Health in China: From Village to Commune." AMERICAN JOURNAL OF HYGIENE, 77, 3 (May 1963), 228-39.

Under Communism, after 1949, village life changed as farmers benefitted from land reform and new health programs, the latter requiring training of new health personnel and massive efforts to educate people in sanitation.

2070. Wu, Chen-i. "ÜBER DIE ARBEIT AUF DEM GEBIET DER PSYCHIATRIE UND NEUROLOGIE IN DER VOLKSREPUBLIK CHINA" (On the Work in the Field of Psychiatry and Neurology in the People's Republic of China). PSYCHIATRIE, NEUROLOGIE UND MEDIZINISCHE PSYCHOLOGIE, 7 (1955), 280-81. In German.

Cites emphasis on psychiatry and neurology based on Pavlov.

2071. Yamada, Keiji. "Medicine and Society in Contemporary China." XIVTH INTERNATIONAL CONGRESS OF THE HISTORY OF SCIENCE, PROCEEDINGS NO. 1. Tokyo: Science Council of Japan, 1975, pp. 19-24.

China has improved medical care since 1955 by instituting Western methods and by recruiting more medical students.

2072. Yeh, Samuel D.J., and Bacon F. Chow. "Nutrition." MEDICINE AND PUBLIC HEALTH IN THE PEOPLE'S REPUBLIC OF CHINA. Edited by Joseph R. Quinn. Washington, DC: DHEW Publication No. (NIH) 73-67, 1973, pp. 215-39.

Nutritional sciences are not well taught in medical curricula; nutrition knowledge is inadequate among medical and paramedical personnel and in medical journals and literature.

2073. Yen, Fu-ching. "Medical Training Today." CHINA RECONSTRUCTS, 8 (June 1959), 30-32.

Medical education in Shanghai, 1958-59: two medical colleges with almost 6,000 students used nine teaching hospitals; also had an army medical college, a traditional medical college, and an institute for training medical assistants, nurses, and midwives.

2074. Yen, Fu-ching. "Progress of Modern Medicine in China." CHINA QUARTERLY, 1, 3 (March 1936), 55-59.

China's 33 medical schools (19 of them private) had over 3,600 students. Graduates in 1934 totaled 532 (79 of them women). The 168 nursing schools enrolled 4,805 students. Membership of the Chinese Medical Association was 2,600.

2075. Yen, Fu-ching. "Recent Developments of Medical Education in China." CHINA QUARTERLY, 1, 1 (September 1935), 109-13.

Until the 1927 Nationalist Government, all medical education was private. After 1927, inspection, curriculum requirements, and plans for nationwide health services appropriate to Chinese needs improved and medical training facilities increased.

2076. Young, Charles W. "The Westernizing of Chinese Medical Practice." RECENT DEVELOPMENTS IN CHINA: CLARK UNIVERSITY ADDRESSES, NOVEMBER, 1912. Edited by George H. Blakeslee. New York: G.E. Stechert, 1913, pp. 199-222.

Chinese studied medicine in the West from the 1850s. Later Western medical education was offered at Union Medical School (Peking), St. John's University Medical School (Shanghai), and other centers. The post-1911 government planned to establish medical schools.

2077. Yudkin, J. "Medicine and Medical Education in the New China." JOURNAL OF MEDICAL EDUCATION, 33, 7 (July 1958), 517-22.

Because most practitioners used traditional medicine and had no scientific training, China increased the number, size, and enrollment of its medical schools and shifted to a Russian pattern for preparing physicians.

Chapter 40

MILITARY EDUCATION AND MILITARY INFLUENCE ON EDUCATION

2078. Cheng, James Chester, ed. THE POLITICS OF THE CHINESE RED ARMY: A TRANSLATION OF THE BULLETIN OF ACTIVITIES OF THE PEOPLE'S LIBERATION ARMY. Stanford, CA: Hoover Institution, Stanford University, 1966.

Army documents (29) published in 1961, many pertaining to education (mainly ideological) for soldiers. A typical document admonishes: "Have confidence in the masses, rouse their self-awareness and seize upon living ideological education on a large scale," page 471.

2079. Gittings, John. THE ROLE OF THE CHINESE ARMY. London: Oxford University Press, 1967.

Political and social roles of the People's Liberation Army, 1946-65. In 1949 most troops had little or no education. Describes recruitment to military academies after 1949, with academic standards lowered in 1951, partly to absorb jobless secondary school leavers. In late 1951 all PLA units launched literacy classes to give soldiers a primary education with heavy ideological content.

2080. Herzog, James H. "The Whampoa Academy." U.S. NAVAL INSTITUTE PROCEEDINGS, 94, 4 (1968), 46-53.

China's first professional military school, Whampoa Academy, founded with Soviet help, 1924, by Sun Yat-sen and Chiang Kai-shek, served Nationalists and Communists until their 1927 rift. Chou En-lai was among Communists trained there.

2081. Hung, Tien-chu. "An Analytical Study of Chinese Communist Military Cadres' Education." ISSUES AND STUDIES, 10, 9 (1974), 19-36.

Discusses political education of military cadres in China, 1928-70s.

2082. Jencks, Harlan W. FROM MUSKETS TO MISSILES: POLITICS AND PROFESSIONALISM IN THE CHINESE ARMY, 1945-1981. Boulder, CO: Westview Press, 1982.

Among problems cited is the low literacy level of junior cadres and soldiers. After 1978 leaders stressed formal schooling for the army, military academies were reopened, and educational qualifications raised. Technical schools are also part of the military research structure, which emphasizes equipment design, testing, and production.

2083. Joffe, Ellis. PARTY AND ARMY: PROFESSIONALISM AND POLITICAL CONTROL IN THE CHINESE OFFICER CORPS, 1949-1964. Cambridge, MA: East Asian Research Center, Harvard University, 1965.

Curriculum at military academies, mainly political, is analyzed in the chapter "Modernization and Professionalism." Using Mao's writings as textbooks began in the 1950s.

2084. O'Brien, Anita M. "Military Academies in China, 1885-1915." PERSPECTIVES ON CHANGING CHINA: ESSAYS IN HONOR OF PROFESSOR C. MARTIN WILBUR ON THE OCCASION OF HIS RETIREMENT. Edited by Joshua A. Fogel and William T. Rowe. Boulder, CO: Westview Press, 1979, pp. 157-81.

Development of Western style military education. The first academies were founded in the 1880s by progressive provincial governors. By 1904, the German influence had been largely displaced by Japanese. The 1904 nationwide plan called for provincial military schools, a few regional middle schools, a military academy, and a General Staff College. The system contributed many important leaders and was important for modernization.

2085. Powell, Ralph L. "The Power of the Chinese Military." CURRENT HISTORY, 59, 349 (September 1970), 129-33, 175-78.

Military role since 1949, and especially in the Cultural Revolution, in policing, supervising, and indoctrinating. The military took over schools but failed in the role of educator.

2086. Sheridan, Mary. "The Emulation of Heroes." CHINA QUARTERLY, 33 (January-March 1968), 47-72.

Traces the origin of emulation of heroes in China to Confucian education. Analyzes diaries of People's Liberation Army heroes, who describe the military education system.

2087. Sung, Chao-sheng. "The Parallel Relationship Between the PLA Political Campaign and the Socialist Education Movement, 1960-1966." ASIAN FORUM, 2, 3 (1970), 183-200.

Compares two similar political indoctrination campaigns, both aimed at arousing the people's revolutionary spirit and purging cadres, officers, and officials who were politically unacceptable.

2088. Tien, Hung-mao. "The Educational Backgrounds of Provincial Elites." GOVERNMENT AND POLITICS IN KUOMINTANG CHINA 1927-1937. Stanford, CA: Stanford University Press, 1972, pp. 115-28.

Poorly trained military men dominated provincial government after 1927. Whampoa Military Academy graduates had little influence in the provinces, but Paoting Military Academy alumni were powerful in Kwangtung, Kwangsi, Szechwan, and Hunan provinces.

2089. U.S. Department of the Army. CHINA: AN ANALYTICAL SURVEY OF LITERATURE, 1978 EDITION. Edited by Harry Moskowitz and Jack Roberts. Washington, DC: Government Printing Office, 1977.

Annotated books, reports, and articles on education; military education; and Mao's Cultural Revolution (with some on May 7th cadre schools, students, and educational concerns).

Chapter 41

MINORITIES AND MINORITY EDUCATION

2090. Acton, Thomas. "Educating Children of Herdsmen and Fishermen." CHINA NOW, 89 (March-April 1980), 5-7.
Nomads and other migrant people's children—mostly ethnic minorities—attend tent schools, boat schools, and many are being permanently settled near schools.

2091. Burman, Beena Roy. "Cadre Education in Tibet." CHINA REPORT, 13, 1 (1977), 11-15.
Before 1951, Tibet's traditional religious schools spread widely. The Chinese opened schools with Communist instructors which totaled 1,500 by 1964.

2092. Butterfield, Fox. "China Trying to Help Its Minorities." NEW YORK TIMES, March 4, 1980, p. 10, c. 1-2.
China's minorities, only six percent of the population, live mostly in strategically important border regions. To expand their educational opportunities, admission quotas and a lower score for passing entrance examinations were planned.

2093. Dilger, Bernard. "The Education of Minorities." COMPARATIVE EDUCATION, 20, 1 (1984), 155-64.
Problems, rights, and special education needs of the 70 million (6.7 percent) of China's non-Han minority people who are invariably poor and spread thinly in frontier areas.

2094. Fine, Marija Futchs. "Mainland Chinese Stress Education for Minorities." JOURNAL OF TEACHER EDUCATION, 29, 4 (July-August 1978), 62-63.

Illustrates minority education in describing Nanning Art Institute, Kwangsi Autonomous Region, which has fine arts, music, and teacher education. Official admissions policy favors minorities and requires that one-third of all Kwangsi students be from a minority group.

2095. Gjessing, Gutorm. "Chinese Anthropology and New China's Policy Toward Her Minorities." ACTA SOCIOLOGICA, 2, 1 (1956), 45-68.

Educational and other services to minorities were expanding. Peking's Central Institute for the Minorities, founded in 1951, had a teaching faculty of 160 (many of them language instructors) and a research staff of 50. Its students had diverse educational backgrounds, from illiterate to college level, and were expected to attain an advanced secondary level. Anthropological research done there and elsewhere reflected Marxist principles.

2096. Hawkins, John N. "The People's Republic of China: Educational Policy and National Minorities: The Politics of Intergroup Relations." POLITICS AND EDUCATION: CASES FROM ELEVEN NATIONS. Edited by R. Murray Thomas. Oxford, England: Pergamon Press, 1983, pp. 125-48.

After 1949, minorities were wooed because of their location near strategic borders. Their elites and their languages were respected. But Cultural Revolution policy called for class struggle, opposition to traditional elites, and encouraging Han (majority) Chinese language learning. Post-Mao policy has reverted to treating minorities as a special group, ignoring class distinctions, and improving educational quality while emphasizing increased production.

2097. Hu, Chang-tu. THE EDUCATION OF NATIONAL MINORITIES IN COMMUNIST CHINA. Washington, DC: Government Printing Office, 1970.

Describes the education of 54 national minorities against the background of domestic politics. Covers history, number, and location of minorities, general and educational policies toward them, their education at each school level, and persistent problems in ideology, administration, and languages. Appendices give statistics for 1961, 1965.

2098. Leung, Man-kam. "Mongolian Language Education and Examinations in Peking and Other Metropolitan Areas During the Manchu Dynasty in China (1644-1911)." CANADA-MONGOLIA REVIEW, 1, 1 (1975), 29-44.

The Manchus tried to keep the Mongolian language alive through government schools for Mongolian military and through the examination system.

2099. Mikhailov, G.I. KUL'TURNOE STROITEL'STVO V MONGOL'SKOI NARODNOI RESPUBLIKI; ISTORICHESKII OCHERK (CULTURAL PROGRESS IN THE MONGOLIAN PEOPLE'S REPUBLIC: A HISTORICAL STUDY). Moscow: Idz-vo Akademii nauk SSSR, 1957. In Russian.

2100. Schwarz, Henry G. "Communist Language Policies for China's Ethnic Minorities: The First Decade." CHINA QUARTERLY, 12 (October-December 1962), 170-82.

Communists at first promised to promote minority languages, but for political purposes by 1951 encouraged minorities to use Chinese. Widespread minority resistance to Communist rule by 1957 and the Sinification and communization themes of the Great Leap Forward ended most support for minority language programs. Chinese became the primary language in the Northwest and Inner Mongolia.

2101. Wingate, R.O. "Education in Chinese Turkestan." JOURNAL OF THE CENTRAL ASIAN SOCIETY, 16, 3 (1929), 319-27.

Most people in Chinese Turkestan live by medieval Islamic principles, and education has remained traditional. They are tolerant of strange people and customs seen along their trade routes. The bright who want more schooling are interested in Christian missions that have advanced educational institutions.

2102. "Woman in Commune near Lhasa Tells of Her Life." NEW YORK TIMES, October 28, 1979, p. 18.

At a prosperous Tibetan agricultural commune near Lhasa, women do most of the farm work because men have other jobs. The commune's schools serve children ages 7-15. Throughout Tibet, about 260,000 students attend 6,000 elementary, 50 secondary, and 22 technical schools plus four colleges.

2103. Woodside, Alexander. "Some Mid-Qing Theorists of Popular Schools: Their Innovations, Inhibitions, and Attitudes Toward the Poor." MODERN CHINA, 9, 1 (1983), 3-35.

Charitable schools, most successful among minorities in southwestern China, were not part of the examination system but were endorsed by the government as tools for maintaining stability and instilling traditional values.

Chapter 42

MISSION EDUCATION: PROTESTANTS

2104. Barnett, Suzanne Wilson. "National Image: Missionaries and Some Conceptual Ingredients of Late Ch'ing Reform." REFORM IN NINETEENTH-CENTURY CHINA. Edited by Paul A. Cohen and John E. Schrecker. Cambridge, MA: East Asian Research Center, Harvard University, 1976, pp. 160-69.

Missionaries in the 1830s-40s wrote geography and history textbooks about the West in Chinese to acquaint China with Western accomplishments. Such writings had the unintended effect of evoking antiforeign national loyalty and pride.

2105. Bartlett, Samuel Colcord. "Historical Sketch of the Missions of the American Board in China." HISTORICAL SKETCHES OF THE MISSIONS OF THE AMERICAN BOARD. New York: Arno Press, 1972, pp. 1-24.

China is one of six world fields covered in this reprint, originally published in 1876. Mentions Chinese culture, Confucius, Mencius, and differing Chinese-U.S. customs; cites accomplishments of Protestant missions; comments on leading missionaries, their mission stations and schools.

2106. Blakeslee, George Hubbard, ed. CHINA AND THE FAR EAST. New York: Crowell, 1910.

Among topics of 22 papers are the new learning, religious education, and teaching by Christian missionaries.

2107. Brou, Alexandre. "LES MISSIONS DE CHINE ET LES RÉFORMES SCOLAIRES" (The Missions in China and Educational Reforms). ÉTUDES, 129, 3 (November 5, 1911), 389-410. In French.

2108. Bush, J.D. "International Significance of YMCA Work in China." MILLARD'S REVIEW, 3 (December 1, 1917), 11-12.
Describes the Young Men's Christian Association's educational activities.

2109. Carlson, Ellsworth C. "The Wu-Shih-Shan Incident of 1878." A FESTSCHRIFT FOR FREDERICK B. ARTZ. Durham, NC: Duke University Press, 1964, pp. 72-97.
A mob in 1878 destroyed a mission school as part of a protest against opening the port of Foochow for trade, foreign residence, and missionary activity. The intelligentsia, rigidly antiforeign, defeated the missionaries with the help of officials.

2110. Chan, Wellington K.K. "Problems of a Christian Missionary College in China: Ling-nan College, 1919-1925." CHUNG CHI JOURNAL, 8, 2 (May 1969), 1-15.
About missionary Ling-nan College in Canton.

2111. Ch'en, Tu-hsiu. "T'OU-HSIANG T'IAO-CHIEN HSIA CHIH CHUNG-KUO CHIAO-YÜ CH'ÜAN" (The Educational Rights of the Chinese Under the Terms of Surrender). THE GUIDE WEEKLY, 63 (April 1924), 504-06. In Chinese.
Christian missions along the coast and the Japanese in Manchuria continued imperialist education after World War I.

2112. Ch'eng, Ch'i-pao. "Some Problems of Christian Education in China." CHINA WEEKLY REVIEW, 47, 3 (December 15, 1928), 102-03.
Chiang Kai-shek's leadership and Chinese nationalism required that missions hand over leadership to Chinese, stop compulsory religion classes, and adjust to national feelings. Christian higher education needed to avoid overlapping and to meet needs of various regions.

2113. China Educational Commission. CHRISTIAN EDUCATION IN CHINA. A STUDY MADE BY AN EDUCATIONAL COMMISSION REPRESENTING THE MISSION BOARDS AND THE SOCIETIES CONDUCTING WORK IN CHINA. New York: Committee of Reference and Counsel of the Foreign Mission Conference of North America, 1922.

Major survey of aims, organization, scope of Christian mission education covering elementary, secondary, and higher education levels; teacher education; theological education; medical education; agricultural education; education in law, political science, industrial arts, and engineering; adult education; women's education; religious education; health education; handicapped education; language problems; summer schools, short courses, and winter institutes for teachers, religious workers, and adults; school and college libraries; school buildings; school costs; and recommendations by school levels and by regions.

2114. "The China Educational Commission." SCHOOL & SOCIETY, 15 (May 6, 1922), 502-03.

A study of conditions affecting policy for schools under Christian auspices.

2115. Cohen, Paul A. CHINA AND CHRISTIANITY: THE MISSIONARY MOVEMENT AND THE GROWTH OF CHINESE ANTIFOREIGNISM, 1860-1870. Cambridge, MA: Harvard University Press, 1963.

Examines the intense and sustained hostility evoked by Western missionaries, including teachers. Concludes that the Ch'ing dynasty's inability to resolve this friction contributed to its demise.

2116. Dean, David M. "The Domestic and Foreign Missionary Papers: The China Papers: 1835-1951." HISTORICAL MAGAZINE OF THE PROTESTANT EPISCOPAL CHURCH, 42, 3 (1973), 333-40.

Episcopalian missionary activity, 1835-1951, and a listing of the papers from the Chinese missions in the Church Historical Society archives in Austin, Texas.

2117. Desmet, Leo. "Organization and Recent Work of the Catholic Missions in China." RECENT DEVELOPMENTS IN CHINA: CLARK UNIVERSITY ADDRESSES, NOVEMBER, 1912. Edited by George H. Blakeslee. New York: G.E. Stechert, 1913, pp. 378-87.
Catholics had in each vicariate a secondary school, training school, and seminary for boys and taught Chinese literature, mathematics, physics, chemistry, and Catholic doctrine. Girls received only elementary education.

2118. Dojka, John. "The Yale-China Collection." YALE UNIVERSITY LIBRARY GAZETTE, 53, 4 (1979), 211-16.
The Yale-in-China Association to develop a Christian institution of higher learning was conceived in 1901, began work in 1902, and ended in 1951. Its archives and the papers of its officials are an important historical source.

2119. Dove, Kay L. "Resources on China, Japan, and Korea within the Presbyterian Historical Archives in Philadelphia." CH'ING-SHIH WEN-T'I, 4, 3 (1980), 130-34.
Presbyterian Historical Society of Philadelphia, organized in 1852, is a repository for missionary reports, letters, journals, and artifacts.

2120. Duus, Peter. "Science and Salvation in China: The Life and Work of W.A.P. Martin (1827-1916)." AMERICAN MISSIONARIES IN CHINA: PAPERS FROM HARVARD SEMINARS. Edited by Kwang-ching Liu. Cambridge, MA: Harvard University Press, 1966, pp. 11-41.
Martin, a well educated, scientifically oriented Presbyterian missionary, spent 60 years in China. Sometimes compared to the Jesuit Matteo Ricci, he believed China needed not only Christian conversion but also a major shift toward science and away from ancient classics, a goal he pursued by sometimes working for the government and wooing upper class Chinese.

2121. Eddy, George Sherwood. THE STUDENTS OF ASIA. New York: Student Volunteer Movement for Foreign Missions, 1916.

Educational movements in India, China, and Japan started by Christian missionaries and fostered by contact with Western civilization.

2122. Edwards, Dwight W. UNITED BOARD FOR CHRISTIAN HIGHER EDUCATION IN ASIA. New York: Yenching University, 1960.

2123. Fairbank, John King. "China Missions in History: Some Introductory Remarks." JOURNAL OF PRESBYTERIAN HISTORY, 49, 4 (1971), 283-86.

Christian missions in China should be judged in context of modern world history. Missionaries, many of them teachers, helped stir the nineteenth century nationalistic resurgence which culminated in 1949 with a moralistic, if un-Christian, Communist government.

2124. Garrett, Shirley. SOCIAL REFORMERS IN URBAN CHINA: THE CHINESE YMCA, 1895-1926. Cambridge, MA: Harvard University Press, 1970.

The Young Men's Christian Association, emphasizing social services over evangelism, early gave leadership roles to Chinese. Through lectures, physical education, and welfare programs, the YMCA rose on the tide of early twentieth century change. Its dream of teaching the masses was led by the famed Y.C. James Yen, who organized large-scale rural literacy campaign.

2125. Goucher, John Franklin. "Some Recent Developments of Christian Education in China." RECENT DEVELOPMENTS IN CHINA. Edited by George Hubbard Blakeslee. New York: G. E. Stechert, 1913, pp. 388-409.

Survey of mission education, mainly U.S. Protestant, and an appeal for more support because, so far, China has been "so slightly influenced by Christianity."

2126. Graybill, Henry Blair. THE EDUCATIONAL REFORM IN CHINA. Hong Kong: Kelly and Walsh, 1911.

Acting president of Canton Christian College examines educational goals and practices.

2127. Gregg, Alice Henrietta. CHINA AND EDUCATIONAL AUTONOMY: THE CHANGING ROLE OF THE PROTESTANT EDUCATIONAL MISSIONARY IN CHINA, 1807-1937. Syracuse, NY: Syracuse University Press, 1946.

Protestant education, 1807-1902, 1902-27, and 1927-37. Concludes that China's educational autonomy, largely achieved in 1937, need not mean that China would expel missionaries. To continue useful work, Christians should address China's needs and avoid "cultural imperialism."

2128. Hiratsuka, Masunori. KINDAI SHINA KYŌIKU BUNKA SHI (HISTORY OF MODERN CHINESE EDUCATION AND CULTURE). Japan: Meguro Shoten, 1942. In Japanese.

Japanese study of Western missionary education and influence in China, 1840-1931.

2129. Hotzel, G. "AUS DEM SCHULWESEN DER RHEINISCHEN MISSION IN TUNGKUN" (The Schools Established by the Rhenish Mission in ⌊the Capital of⌋ Tung-kuan hsien ⌊Kwangtung⌋). BERICHTE DER RHEINISCHEN MISSIONSGESELLSCHAFT, 8 (August 1913), 169-75. In German.

2130. Hoyt, Frederick B. "The Lesson of Confrontation: Two Christian Colleges Face the Chinese Revolution, 1925-1927." ASIAN FORUM, 8, 3 (1976), 45-62.

How two U.S.-sponsored Christian colleges, Canton Christian College and Yale-in-China, tried to accommodate themselves to the Chinese Revolution, 1925-27. The critical factor was the willingness and ability of the government to tolerate the schools and deflect antiforeign sentiment, not the attitudes of college administrators or their country's diplomats.

2131. Hui, Fen. "CHI-TU-CHIAO HUO-HUA HSIAO-SHIH" (A Short History of the Injury Done to China Through Christianity). TSING HUA WEEKLY, 33, 10 (1930), 84-98. In Chinese.

Considers Christian missions to be Western imperial invasion which should be "eradicated." Refers to the May

30th incident, which led some students to reject mission schools and to found a new school.

2132. Hurford, Grace Gibberd. "Missionary Service in China." JOURNAL OF THE CANADIAN CHURCH HISTORY SOCIETY, 19, 3-4 (1977), 177-81.

Personal recollections of a Canadian missionary teacher who left China in 1945.

2133. Israel, Jerry. "The Missionary Catalyst: Bishop James W. Bashford and the Social Gospel in China." METHODIST HISTORY, 14, 1 (1975), 24-43.

Methodist bishop and missionary Bashford believed that U.S. should export to China its ideas and accomplishments in educational reform and women's rights.

2134. Kirby, James E., Jr. "The Foochow Anti-Missionary Riot— August 30, 1878." JOURNAL OF ASIAN STUDIES, 25, 4 (1966), 665-79.

The 1878 attack against the Church Missionary Society at Foochow was motivated by suspicion of missionaries' imperialistic motives and of their religious teaching.

2135. Kit-Ching, Chau Lau. "John King Fairbank, ed. THE MISSIONARY ENTERPRISE IN CHINA AND AMERICA." JOURNAL OF ORIENTAL STUDIES, 14, 2 (1976), 190-93.

Review of 1974 book Fairbank edited which is a comprehensive study of the role of U.S. missions in China: Part I, factors which helped mold U.S. missionary work; Part II, impact of U.S. missionaries; Part III, image of Chinese missions in American culture.

2136. Knight, Edgar W. "Christian Education." LAYMEN'S FOREIGN MISSIONS FACT-FINDERS' REPORTS: CHINA. VOLUME V. SUPPLEMENTARY SERIES. PART TWO. Edited by Orville A. Petty. New York: Harper, 1933, pp. 354-424.

Found mission schools at all levels much affected by antiforeign, anti-Christian government regulations. Christian higher education was inferior to government institutions because of inadequate funding, inappropriately trained faculty, poorly equipped laboratories and libraries, and unsuccessful attempts to give authority to Chinese administrators.

2137. Korson, Thomas E. "Congregational Missionaries in Foochow During the 1911 Revolution." CHINESE CULTURE, 8, 2 (June 1967), 44-107.

Compares a conservative and a progressive Congregational missionary to illustrate that missions through their teaching and preaching contributed to revolution in China. After 1911 they had to work with the weak government in order to remain there.

2138. Kuei, Tsai, and Lily K. Haass. "A Study of the Young Women's Christian Association of China: 1890-1930." CHINESE STUDIES IN HISTORY, 10, 3 (1977), 73-88; 11, 1 (1977), 18-63; 11, 4 (1978), 48-71.

YWCA's purpose was to integrate Christian witness in schools and communities and to educate converts about the Bible and Christian principles. It cooperated with Chinese educational organizations and assisted many social organizations, thus gaining strong local support despite widespread anti-Western sentiments.

2139. Lamberton, Mary. ST. JOHN'S UNIVERSITY, SHANGHAI, 1879-1951. New York: United Board for Christian Colleges in China, 1955.

Founded by the U.S. Protestant Episcopal Church, 1879, St. John's by the 1890s had colleges of medicine, theology, and arts and sciences. It withstood changing political conditions. During World War II, classes continued in Shanghai and a branch planned in Chengtu, Free China, never functioned. After the war, cooperation with other Christian colleges grew. By 1948 growing Communist strength interfered with university life. With the May 25, 1949, Communist takeover of Shanghai, St. John's existence as a Christian institution was doomed.

2140. Latourette, Kenneth Scott. A HISTORY OF CHRISTIAN MISSIONS IN CHINA. New York: Macmillan, 1932.

Roman Catholics, 1856-97, offered arduous 12-year courses for training priests in classical Chinese scholarship, Latin, Roman Catholic philosophy and theology. In the same period, various Protestant groups gave briefer training to potential church leaders and by the 1890s had several colleges. Protestants and Catholics offered schooling for girls, in contrast to Chinese neglect of female education. Protestants, needing to work together, in 1890 formed the Educational Association of China, which had growing importance. By 1914 Protestant general education surpassed that of the Roman Catholics, with Protestants emphasizing secondary and higher education, including medical training.

2141. Lawrie, Bruce R. "Chinese Education and the Missionary: Canadian Missionary Educators in Szechwan, West China, 1891-1925." CHINESE CULTURE, 20, 4 (December 1979), 53-69.

Canadian Methodists, amid waning Confucian tradition and rising interest in Western ideas, spread progressive theories and helped found West China Union University.

2142. Lee, Anna. "To the Dragon Gate: Adventist Schools in South China and Hong Kong (1903-1941)." ADVENTIST HERITAGE, 8, 1 (1983), 52-60.

Discusses Seventh-Day Adventists' mission schools in South China and Hong Kong and their development, 1908-41, into church schools.

2143. Lew, Timothy Tingfang. "Christian Education in China." EDUCATION IN CHINA. Edited by T.Y. Teng and Timothy Tingfang Lew. Peking: Society for the Study of International Education, 1923, pp. 1-23.

China has 7,382 Protestant schools enrolling 214,254 students. Weaknesses: sectarianism, foreign control, poor use of the Chinese language, inadequate science teaching, poor equipment, and shortage of Chinese faculty members. Strengths: pioneering spirit, reliability, efficient administration, good teaching, and internationalism.

2144. Lew, Timothy Tingfang. "The Christian Movement in China Under Protestant Auspices." THE CHINESE YEARBOOK 1936-37. SECOND ISSUE. Edited by Chao-ying Shih and Chi-hsien Chang. Shanghai: Commercial Press, 1936, pp. 1459-98.

Outlines Protestant education, the work of the China Christian Education Association and the National Committee for Christian Religious Education, and the role of Protestant publishing.

2145. Liu, Herman C.E. "China." INTERNATIONAL YEARBOOK OF THE INTERNATIONAL INSTITUTE OF TEACHERS COLLEGE, COLUMBIA UNIVERSITY, 1932. Edited by I. L. Kandel. New York: Bureau of Publications, Teachers College, Columbia University, 1933, pp. 83-105.

Sections on Christian education, registration of Christian schools, and national government regulations for private schools.

2146. Liu, Kwang-ching. "Early Christian Colleges in China." JOURNAL OF ASIAN STUDIES, 20, 1 (November 1960), 71-78.

Objectives and influence of early Christian colleges: Shantung Christian University, Peking University, North China College, and St. John's University.

2147. Liu, Kwang-ching, ed. AMERICAN MISSIONARIES IN CHINA: PAPERS FROM HARVARD SEMINARS. Cambridge, MA: East Asian Research Center, Harvard University, 1966.

For over 100 years U.S. missionaries were close to Chinese students and peasants. Harvard students, using mission archives, wrote these papers, most of them relating to education: W. A. P. Martin's Peking mission school and the T'UNG-WEN KÜAN for government translators, D.Z. Sheffield's Congregational-supported North China College to train Chinese Christian leaders, Yale's cooperation with Hunan gentry to start a medical school, and Canton Christian College's liberal arts curriculum which in the 1920s attracted students of diverse background. Concludes that the missionary contribution has been undervalued.

2148. Lo, Hsiang-lin. "CHUNG-KUO TZU-P'U SO CHI CHI-TU-CHIAO CHIH CH'UAN-PO YÜ CHIN-TAI CHUNG-KUO CHIH KUAN-HSI" (The Spread of the Christian Faith and Its Influence on the Course of Modern Chinese History as Seen in Chinese Genealogical Records). JOURNAL OF ORIENTAL STUDIES, 7, 1 (1969), 1-22. In Chinese.

Illustrates the success of Christian education in Kwangtung through the lives of two families. Among those who attended Christian schools was one who became the first Chinese graduate of Yale and returned to lead in Westernizing China.

2149. Monina, A.A. "DEIATEL'NOSTI INOSTRANNYKH MISSIONEROV V OBLASTI OBRAZOVANIIA V KITAE (1901-1920 GG)" (Foreign Missionaries' Activities in the Field of Education in China, 1901-1920). KRATKIE SOOBSHCHENIIA INSTITUTA NARODOV AZII, 85 (1964), 102-14. In Russian.

2150. Nowlin, Mabel Ruth. "Protestant Missions." WARTIME CHINA AS SEEN BY WESTERNERS. Chungking: China Publishing Co., 1944, pp. 241-50.

Eleven of China's 13 Christian universities moved to western China, as did many secondary schools.

2151. Pakenham-Walsh, William Sandford. TWENTY YEARS IN CHINA. Cambridge, England: Heffer, 1935.

Reminiscences of the missionary who founded Trinity College in Fukien.

2152. Paterno, Roberto Montilla. "Devello Z. Sheffield and the Founding of the North China College." PAPERS ON CHINA, 14 (December 1960), 110-60. Reprinted in AMERICAN MISSIONARIES IN CHINA; PAPERS FROM HARVARD SEMINARS. Edited by Kwang-ching Liu. Cambridge, MA: Harvard University Press, 1966, pp. 42-92.

North China College, early Christian college (founded 1889), was a Congregational institution planned and administered by D.Z. Sheffield (1841-1913), who believed it should enroll only Christian men and offer a curriculum designed to produce Christian leaders.

2153. Petty, Orville A., ed. LAYMEN'S FOREIGN MISSIONS FACT-FINDERS' REPORTS: CHINA. VOLUME V. SUPPLEMENTARY SERIES. PART TWO. New York: Harper, 1933.

Important 1930-31 study of major U.S. Protestant mission work in India, Burma, Japan, and China. Examines religious education (by T. H. P. Sailer), Christian education (by Edgar W. Knight), women's education (by Josephine E. Budd), and primary schools (by Ida Belle Lewis). Government requirements broadened the curriculum and outlook of elementary and secondary Christian schools and caused higher education to add programs relevant to China's needs: sociology, psychology, applied chemistry. Students were predominantly non-Christian.

2154. Petty, Orville A., ed. LAYMEN'S FOREIGN MISSIONS INQUIRY. REGIONAL REPORTS OF THE COMMISSION OF APPRAISAL. CHINA. VOLUME II. SUPPLEMENTARY SERIES. PART ONE. New York: Harper, 1933.

Surveys both government and Protestant mission effort by education and other means to advance agriculture and rural life; industrial development; elementary, secondary, higher, and medical education; and women's and girls' education.

2155. Pott, Francis Lister Hawks. "Christian Education in China." CHINA QUARTERLY, 1, 3 (March 1936), 47-54.

Summarizes Christian education's history in China, explains the government's increasing educational involvement, and sees the Nationalist regulation of Christian schools as a necessary step in a dynamic, modern China. Protestant and Catholic enrollment totaled 667,000; government enrollment, 12 million.

2156. Pott, Francis Lister Hawks. "Modern Education." CHINA. Edited by Harley Farnsworth MacNair. Berkeley: University of California Press, 1946, pp. 427-40. Reprinted. Freeport, NY: Books for Libraries, 1970, pp. 427-40.

Contributions of Christian missionaries (who brought modern education to China), educational impact of the 1894-95 Japanese war, such advisory groups as the 1921-22 U.S. team and the 1932 government-sponsored League of Nations missions.

2157. Rubenstein, Murray A. "Go Ye Unto the World: The Defining of the Missionary's Task in America and China, 1830-1950." BULLETIN OF THE INSTITUTE OF MODERN HISTORY, ACADEMIA SINICA, 10 (1981), 377-400.

Despite resistance in China, U.S. missionaries had some success in education, publishing, and medicine.

2158. Rubenstein, Murray A. "Propagating the Democratic Gospel: Western Missionaries and the Diffusion of Western Thought in China, 1830-1848." BULLETIN OF THE INSTITUTE OF MODERN HISTORY, ACADEMIA SINICA, 11 (1982), 251-72.

A missionary body, the Society for the Diffusion of Useful Knowledge, in the 1830s and '40s failed in its goal to turn China toward democracy and Christianity. It succeeded in extending education which helped intellectuals cope with the Western threat.

2159. Sailer, Thomas Henry Powers. "Religious Education." LAYMEN'S FOREIGN MISSIONS FACT-FINDERS' REPORTS: CHINA. VOLUME V. SUPPLEMENTARY SERIES. PART TWO. Edited by Orville A. Petty. New York: Harper, 1933, pp. 302-53.

Church-connected Sunday school classes suffered because few volunteered to teach and little appropriate instructional material was available. In mission schools and colleges the antiforeign and anti-Christian movements often caused fewer students to enroll in voluntary religion classes or for credit courses dubiously permitted under government regulations.

2160. Stauffer, Milton, ed. THE CHRISTIAN OCCUPATION OF CHINA: A GENERAL SURVEY OF THE NUMERICAL STRENGTH AND GEOGRAPHICAL DISTRIBUTION OF THE CHRISTIAN FORCES IN CHINA MADE BY THE SPECIAL COMMITTEE ON SURVEY AND OCCUPATION, CHINA CONTINUATION COMMITTEE, 1918-1921. Shanghai: China Continuation Committee, 1922.

Protestants became increasingly aware that interdenominational cooperation was needed. Statistics-sharing began in 1914, and this major general survey began in 1918. The education section describes secondary schools, teacher training, theological and Bible schools, agricultural and industrial education, and medical and health education. Analyzes mission activities in each province, among minorities, and in the border regions. Extensive statistics.

2161. Stuart, John Leighton. "China: The Past in Retrospect." INTERNATIONAL YEARBOOK OF THE INTERNATIONAL INSTITUTE OF TEACHERS COLLEGE COLUMBIA UNIVERSITY 1933. Edited by I.L. Kandel. New York: Bureau of Publications, Teachers College, Columbia University, 1934, pp. 301-50.

Describes Protestant missionary education at all school levels from 1835: girls' schools, religious instruction, nationalist period, May 4th (1919) movement, anti-Christian agitation, Burton Commission Report, Roman Catholic schools, and outlook and problems through the 1920s.

2162. Stuart, John Leighton. "The Crisis in Christian Higher Education." CHINESE RECORDER, 59, 10 (October 1928), 641-46.

Legislative restrictions and hostility compelled Christian higher education institutions to examine such problems as financial support, nationalistic tendencies as a challenge to foreign influence, and administrative problems (the latter were eased by appointment of prominent Chinese educators as presidents of Christian colleges).

2163. Stuart, John Leighton. "The Mission Field in China." EDUCATIONAL YEARBOOK OF THE INTERNATIONAL

INSTITUTE OF TEACHERS COLLEGE, COLUMBIA UNIVERSITY FOR 1932. New York: Teachers College, Columbia University, 1933, pp. 349-50.

Early Protestant mission schools from 1839: girls' schools, religious instruction, nationalist period, May 4th (1919) student movement, anti-Christian agitation, Burton Commission Report, Roman Catholic education, and outlook and problems.

2164. Thomson, James C., Jr. WHILE CHINA FACED WEST: AMERICAN REFORMERS IN NATIONALIST CHINA, 1928-1937. Cambridge, MA: Harvard University Press, Harvard East Asia Series No. 38, 1969.

Centers on such liberal, socially active groups as the Young Men's Christian Association, National Christian Council, and the Rockefeller Foundation, whose programs were broadly educational and whose goal of a better life for the masses was overtaken by Chiang Kai-shek's need for political control.

2165. Varg, Paul A. "Missionaries and Relations Between the United States and China in the Late Nineteenth Century." WORLD AFFAIRS QUARTERLY, 27, 2 (1956), 153-71.

Missionaries threatened China's mandarins, whose power came from knowing Chinese classics. Missions wanted to substitute the Bible, scientific training, and education. Forced to recognize missionaries' rights as backed by Western military power, China saw missionaries as part of Western imperialism. After the Boxer rising, missionaries, apologetic for imperialism, took a firm stand for China.

2166. Wei, Ch'in. "TI-KUO CHU-I YÜ FAN CHI-TU CHIAO YUN-TUNG" (Imperialism and the Anti-Christianity Movement). THE GUIDE WEEKLY, 98 (January 1925), 818-19. In Chinese.

Missionaries are the instruments of the imperialist governments and aim to undermine the thinking of young Chinese.

2167. "Western Money and the Chinese Church--III: How Money Works." CHINESE RECORDER, 59, 12 (December 1928), 771-78.

Discusses financial support by Western Christians for China mission education as well as religious work.

2168. Yang, Ts'ui-hua. "FEI TSUNG-CHIAO CHIAO-YÜ YÜ SHOU-HUI CHIAO-YU CH'UAN CHIH PEI-CHING (1922-1930)" (The Anti-Religious Education Movement and the Recovery of Educational Rights Movement, 1922-30). SSU YÜ YEN (THOUGHT AND WORD), 17, 2 (1979), 1-24. In Chinese.

Christian schools, independent under nineteenth century treaties, were permanently changed in the early 1920s by anti-Christian sentiment embodied in the Anti-Religious Education Movement and the decade-long drive to assure full Chinese control of education.

2169. Yip, Ka-che. "Christianity and Imperialism: The Chinese Case." ASIAN FORUM, 6, 4 (1974), 1-11.

Examines Christian missions, missionaries, and their educational work in China, 1910s-1920s.

Chapter 43

MISSION EDUCATION: ROMAN CATHOLICS (JESUITS)

2170. Bradshaw, Sue. "Religious Women in China: An Understanding of Indigenization." CATHOLIC HISTORICAL REVIEW, 68, 1 (1982), 28-45.

From the Treaty of Nanking (1842) until Communist rule (1949), Catholic sisters provided schooling, catechism instruction, and health education. They helped establish indigenous women's congregations which became independent and self-governing.

2171. Dunne, G. H. GENERATION OF GIANTS. Notre Dame, IN: University of Notre Dame Press, 1962.

History of the Jesuits, especially Matteo Ricci, in China during the late Ming dynasty. Includes scientific and other intellectual exchanges between two diverse cultures.

2172. Giloth, Peter. "SELBSTKRITIK DER KATHOLISCHEN CHINAMISSION" (Self-Criticism of the Catholic China Mission). HOCHLAND, 50, 3 (1958), 251-61. In German.

Justifies criticism of Roman Catholic missionary policy for imposing a foreign culture, wooing with money and rice, and accepting the backing of European military might.

2173. Gotō, Soueo. "LES PREMIERS ÉCHANGES DE CIVILISATION ENTRE L'EXTRÊME-ORIENT ET L'OCCIDENT DANS LES TEMPS MODERNES" (The First Exchanges of Civilization Between the Far East and the West in Modern Times).

REVUE DE LITTERATURE COMPAREE, 8, 3 (July-September 1928), 401-19. In French.

Jesuit missionary educational and scientific influence on China from 1557. Under Jesuit tutelage, Emperor K'ang-hi (1664+) studied geometry, philosophy, medicine, music, and pharmacy.

2174. Langlais, Jacques. "UNE EXPÉRIENCE DE RENCONTRE INTERCULTURELLE: LES JÉSUITES DU QUÉBEC EN CHINE, DE 1918 À 1955" (An Experience of Intercultural Contact: The Jesuits of Quebec in China, 1918-1955). STUDIES IN RELIGION, 7, 3 (1978), 277-93. In French.

Identifies Quebec Jesuit missionaries, their objectives, and the intercultural value of their work.

2175. Peterson, Willard J. "Western Natural Philosophy Published in Late Ming China." PROCEEDINGS OF THE AMERICAN PHILOSOPHICAL SOCIETY, 117, 4 (1973), 295-322.

About books, long used in China's universities, published by Jesuits to record their knowledge of astronomy and other natural phenomena.

2176. Rule, Paul A. "The Confucian Interpretation of the Jesuits." PAPERS ON FAR EASTERN HISTORY, 6 (1972), 1-61.

Despite some successes, the Jesuits in late Ming China had only limited impact on Confucian thought.

2177. Sih, Paul K.T. "American Mission in China." CHINESE CULTURE, 3, 2 (December 1960), 67-71.

U.S. Catholic mission work, most of it begun after World War I, peaked in 1940 with 740 U.S. Catholic missionaries working in every province except Yunnan. Their 226 elementary and secondary schools enrolled over 28,000 students. Catholic University of Fu Jen, founded in Peking, 1926, functioned until 1953.

See also Chapter 51, RICCI, MATTEO (JESUIT).

Chapter 44

MORALS, ETHICS, AND VALUES

2178. Chan, Itty. "Self in Society: A Question of Education for What?" EARLY EDUCATION IN CHINA AND ITS IMPLICATIONS IN THE UNITED STATES. Berkeley, CA: Asian American Bilingual Center, 1977. ERIC ED 145 006.

Criticizes Western education for failing to teach social responsibility. Praises China's "serve the people" emphasis. See entry 666.

2179. Davis-Friedmann, Deborah. LONG LIVES: CHINESE ELDERLY AND THE COMMUNIST REVOLUTION. Cambridge, MA: Harvard University Press, 1983.

Though changed under Communism, the family is highly interdependent and strong. Because the family, not the state, still trains most children until they are teenagers, they learn old-fashioned values that the state is unlikely to replace.

2180. "Develop Communist Ethics." PEKING REVIEW, 21, 46 (November 17, 1978), 10-11.

Discusses desirable moral qualities to be instilled in young people.

2181. Goldman, Ronald J. "Value and Moral Education in Communist Societies." CHARACTER POTENTIAL, 7, 4 (April 1976), 189-96.

Moral education in the West, where Communism is abhorred, can learn from the purposeful teaching of Marxist-

Leninist social values, a prime educational objective observed in China, Poland, the U.S.S.R., and Yugoslavia.

2182. Karlson, Alfred Lennart. "Curriculum Practices in Preschool and Primary Schools in the People's Republic of China: Some Firsthand Observations." Paper presented at the Annual Orthopsychiatric Meeting, Washington, April 1975. ERIC ED 131 938.

The most noticeable feature of schooling was emphasis on direct teaching of explicit values.

2183. Martin, Roberta. "The Socialization of Children in China and on Taiwan: An Analysis of Elementary School Textbooks." CHINA QUARTERLY, 62 (June 1975), 242-62.

Used elementary school language textbooks from China and Taiwan to compare attitudes, values, and behavior patterns they intended to instill.

2184. Munro, Donald J. "The Chinese View of Modeling." HUMAN DEVELOPMENT, 18, 5 (1975), 333-52.

Explains the traditional as well as Communist use of imitation and observation for teaching morals. Respect is the prime reward to the learner and the model. In contrast the U.S.S.R. uses material incentives for learning.

2185. Yang, Hsi-cheng. "The Guidance and Moral Education Administrative System in Chinese Schools." WEST AND EAST MONTHLY, 13, 10 (October 1968), 3-5; 13, 11 (November 1968), 5-7.

Traces Taiwan's guidance and moral education administration to Nationalist regulations adopted on the mainland in 1939 and 1946.

2186. Yang, Hsi-cheng. "The Significant Meaning of the Students' Guidance and Moral Education in China." WEST AND EAST MONTHLY, 14, 1 (January 1969), 5-6; 14, 2 (February 1969), 5-8.

Taiwan's moral education and vocational education practices were based on the Kuomintang's 1933 regulation.

MORALS, ETHICS, AND VALUES

See also Chapter 10, COMMUNIST IDEOLOGY AND EDUCATION.
Chapter 12, CONFUCIANISM AND ANTI-CONFUCIANISM.
Chapter 47, PHILOSOPHY, PHILOSOPHERS, AND PHILOSOPHY OF EDUCATION.

Chapter 45

PEKING UNIVERSITY

2187. Butterfield, Fox. "2,000 Students in Peking Protest Army's Use of Campus." NEW YORK TIMES, October 11, 1979, p. A2.

Students from Peking University and People's University, Peking, marched to Party headquarters to protest campus crowding by military personnel who, mainly because of the housing shortage, continued to live at those universities after being posted there during the Cultural Revolution.

2188. Chyu, Li-ho. "CHING-SHIH TA-HSÜEH-T'ANG" (The First New Type University in China: Peking University). SHIH-TA HSÜEH-PAO, 16 (1971), 163-81. In Chinese.

The Ch'ing government founded CHING-SHIH TA-HSUEH-T'ANG, a comprehensive university where both traditional subjects and Western languages, sciences, and technology were taught. Surveys its history, 1896-1911 (the year it was renamed Peking University), planning, curriculum, buildings, and organizational changes.

2189. Eren, Nuri. "Higher Education in China Today." CENTER REPORT, 6, 5 (December 1973), 12-14.

Turkish ambassador to China describes changes at Peking University during the Cultural Revolution.

2190. Frolic, B. Michael. "A Visit to Peking University: What the Cultural Revolution Was All About." NEW YORK TIMES MAGAZINE, October 24, 1971, pp. 29, 115-29.

Peking University's history during 1966-71.

2191. Fukazawa, Hide'o. "HEMPŌ UNDŌ TO KEISHI DAIGAKUDŌ" (The Reform Movements and the Ching-shih National University). TŌYŌSHI KENKYŪ, 37, 2 (1978), 57-79. In Japanese.

Founding, function, and significance of Ching-shih National University (predecessor of Peking University). One of its purposes was to ensure that able men were well informed about current affairs.

2192. Goldman, Rene. "Peking University Today." CHINA QUARTERLY, 7 (July-September 1961), 101-11.

Changes at Peking University, 1949-60, when politicization brought many peasants as students, much crowding, frequently changed teaching materials, and physical labor. Foreign students, with good living conditions, were isolated and most resented the pressures on Chinese students.

2193. Goldman, Rene. "The Rectification Campaign at Peking University: May-June 1957." CHINA QUARTERLY, 12 (October-December 1962), 138-54.

Many Peking University students did not speak out during the Hundred Flowers campaign when the Party called for criticism. Those who did were harsh, but did not advocate overthrowing Communism. However, the Party was shocked that young people brought up under Communism were its loudest critics.

2194. Greenblatt, Sidney Leonard. "Organizational Elites and Social Change at Peking University." ELITES IN THE PEOPLE'S REPUBLIC OF CHINA. Edited by Robert A. Scalapino. Seattle: University of Washington Press, 1972, pp. 451-97.

Analyzes the status of a sample of Peking University faculty under the Communist regime.

2195. Jackson-Thomas, A. et al. "How It All Started in Peking University." EASTERN HORIZON, 6 (May 1967), 19-31.

Report on how the Cultural Revolution began at Peking University; review of the university's history from its 1898 founding to its role in the May 4th Movement (1919) and the December 9th Movement (1935). In the mid-1960s, political tensions mounted as its president, Lu Ping, and his coterie were attacked for anti-Party activities (including discrimination against worker/peasant students). The Cultural Revolution followed.

2196. Lubot, Eugene. "Peking University Fifty-Five Years Ago: Perspectives on Higher Education in China Today." COMPARATIVE EDUCATION REVIEW, 17, 1 (February 1973), 44-57.

Peking University curriculum before 1949 was predicated on the assumption that reform was possible in the social environment and new attitudes could be taught. Liberalism was fostered. Anthropology and experimental psychology were among the subjects offered.

2197. Mathews, Jay. "No Wallposters at Peking University, with Intensive Studies Again in Vogue." WASHINGTON POST, January 4, 1979.

About 60 percent of Peking University students will become scientists. Entrance requires a score of at least 400 out of a possible 500 on the difficult nationwide examination. About 18,000 Peking students not admitted were allowed to attend special day colleges.

2198. Munro, Robin. "Settling Accounts With the Cultural Revolution at Beijing University 1977-1978." CHINA QUARTERLY, 82 (1980), 308-33.

At Peking University, 1977-78, Red Guards who during the previous decade caused disruption and violence were criticized and workers-peasants-soldiers lost status.

2199. Nee, Victor, and Don Layman. CULTURAL REVOLUTION AT PEKING UNIVERSITY. New York: Monthly Review Press, 1969.

Traces radicalism at Peking University during the Hundred Flowers and the Great Leap Forward campaigns and the growth of elitism in the early 1960s. Chronology of events at Peking University from 1965 to the explosion of 1966.

2200. Ocaña, Lucila, and Jorge Lodigiani. "EL SISTEMA UNIVERSITARIO EN LA REPÚBLICA POPULAR CHINA (1966-1977)" (The University System in the People's Republic of China (1966-1977)). REVISTA MEXICANA DE CIENCIAS POLITICAS Y SOCIALES, 23, 90 (October-December 1977), 109-29. In Spanish.

Former Peking University students recall that during and after the Cultural Revolution political activity took most of a university student's time. There were no elective courses, teaching and studying were from one basic textbook with rare use of other sources, student-faculty relationships were very formal, and sports and military training were stressed.

2201. T'ao, Ying-hui. "TS'AI YUAN-P'EI YU PEI-CHING TA-HSUEH (1917-1923)" (Ts'ai Yuan-p'ei and the National University of Peking, 1917-23). BULLETIN OF THE INSTITUTE OF MODERN HISTORY, ACADEMIA SINICA, 5 (1976), 263-312. In Chinese.

Role of Ts'ai, China's Minister of Education, 1912-16, and influential first true chancellor of Peking University. His policies contributed directly to the far-reaching New Literature, New Culture, and May 4th Movements.

2202. Ts'ui, Min et al. "Overthrow the Rule of Bourgeois 'Scholar-Tyrants.'" SURVEY OF CHINA MAINLAND PRESS, 3722 (June 21, 1966), 12-15.

Early in the Cultural Revolution four graduates of Peking University denounced Lu P'ing and P'eng P'ei-yun for running Peking University in a bourgeois, reactionary way and supported dismissing them from their posts.

2203. Whitehead, Raymond L. "A Revolution in Education: Peking University Today." EASTERN HORIZON, 10, 6 (1971), 36-42.

The Cultural Revolution's changes at Peking University, reopened in 1970, included enrolling peasants, workers, and soldiers; combining work and study; and stressing "serve the people."

Chapter 46

PERFORMING ARTS: MUSIC, OPERA, PUPPETRY, THEATER

2204. Ahn, Byung-joon. "The Politics of Peking Opera, 1962-1965." ASIAN SURVEY, 12, 12 (December 1972), 1066-81.

Conflict over Peking opera between Mao's supporters in Shanghai and P'eng Chen's supporters in Peking. At contention was Chiang Ch'ing's proposal that new operas on revolutionary themes replace old ones on ancient themes. When Mao in 1965 achieved the upper hand in the political debate over opera, the stage was set for the Cultural Revolution.

2205. Ch'en, Feng. "Cultural Affairs." COMMUNIST CHINA 1964. Vol. II. Edited by Union Research Institute. Hong Kong: Union Research Institute, 1965, pp. 1-30.

Revolutionary storytelling by old Red army soldiers was prominent, written language reform halted, drama among minorities increased, and cultural exchanges with foreign countries grew in 1964.

2206. Houn, Franklin Willington. "The Stage as a Medium of Propaganda in Communist China." PUBLIC OPINION QUARTERLY, 23 (Summer 1959), 223-35.

Party control of dramatic expression involves approval of performance schedules, writing new works, and rewriting old ones.

2207. Lindquist, Harry M. "Revolutionary Theater and Revolutionary Education in China—Anthropological Perspectives." CHINA: FOCUS ON REVOLUTION. Englewood Cliffs, NJ, 1975.

Theater is used to promote change in social class orientation through informal education. Discusses the conflicting goals of Communist education.

2208. *Mackerras, Colin. "Chinese Opera after the Cultural Revolution* (1970-72)." CHINA QUARTERLY, 55 (July-September 1973), 478-510.
The Cultural Revolution will have lasting impact but the trend toward producing more pre-1966 operas will continue.

2209. Mackerras, Colin. THE PERFORMING ARTS IN CONTEMPORARY CHINA. London: Routledge and Kegan Paul, 1981.
Training and role of actors and other performers who must serve national political needs.

2210. Mackerras, Colin, ed. CHINESE THEATER: FROM ITS ORIGINS TO THE PRESENT DAY. Honolulu: University of Hawaii Press, 1983.
Still rural and until recently illiterate, Chinese people have been stirred by traditional theater more than by any other medium, including radio and film. History of plays and theaters from ancient times through the Yuan, Ming and Ch'ing dynasties, to contemporary times.

2211. Meserve, Walter J., and Ruth I. Meserve. "China's Persecuted Playwrights: The Theatre in Communist China's Current Cultural Revolution." JOURNAL OF ASIAN AND AFRICAN STUDIES, 5, 3 (July 1970), 209-14.
Purge of dramatists and theater artists during the Cultural Revolution caused a shortage of free and truthful artistry.

2212. Smith, Gary R. VALUES AND MUSIC: SOME COMPARISONS BETWEEN THE U.S. AND CHINA AND JAPAN. Denver, CO: Center for Teaching International Relations, University of Denver, 1978. ERIC ED 214 845.
Compares Chinese, Japanese, and U.S. music and culture to help U.S. high school students recognize that a country's music reflects and reinforces its cultural values. Shows how patriotic music is used in political socialization.

2213. Snow, Lois Wheeler. CHINA ON STAGE: AN AMERICAN ACTRESS IN THE PEOPLE'S REPUBLIC. New York: Random House, 1972.

Actress wife of China author Edgar Snow comments on and includes four examples of revolutionary Chinese plays and operas written and produced to help shape mass minds in the Communist way of life.

2214. Stanford University China Project, ed. "Artistic and Intellectual Expression." SOUTHWEST CHINA. Vol. 1. New Haven, CT: Human Relations Area Files, 1956, pp. 227-67.

Southwest China cities during World War II became cultural centers because universities and other institutions moved there to escape Japanese occupation. After 1949 Communists tried to make all art and culture serve political goals.

2215. Tan, Aiqing. "Teaching Tiny Tots the Violin." CHINA RECONSTRUCTS, 33, 6 (June 1984), 7-11.

Private school run by a 19-year-old who teaches violin to four-to-six year-olds in West District, Peking, an age group preferred because of their excellent memories and freedom from other school work.

2216. Young, Kwang-sheng. "A Historical Sketch of Chinese Drama and Modern Dramatic Movement in Tsing-Hua." TSING HUA JOURNAL OF CHINESE STUDIES, 5, 11 (February 1920), 45-59.

Chapter 47

PHILOSOPHY, PHILOSOPHERS, AND PHILOSOPHY OF EDUCATION

2217. Brière, O. FIFTY YEARS OF CHINESE PHILOSOPHY, 1898-1950. London: George Allen and Unwin, 1956.

Influence of Western thinkers and philosophers on Chinese philosophers and philosophical thought.

2218. Chang, Tung-sun. "A Chinese Philosopher's Theory of Knowledge." YENCHING JOURNAL OF SOCIAL STUDIES, 1, 2 (January 1939), 155-91.

2219. Chiang, Monlin. A STUDY IN CHINESE PRINCIPLES OF EDUCATION. Shanghai: Commercial Press, 1925. Reprinted as CHINESE CULTURE AND EDUCATION: A HISTORICAL AND COMPARATIVE SURVEY. Taipei: World Book Co., 1963.

Chinese philosophers' (mainly Confucian) educational ideas, compared to related Western thought, and China's modern problems of education in light of Western educational theories. Dissertation (Ph.D., 1917) at Teachers College, Columbia University, where author was influenced by John Dewey, William Heard Kilpatrick, and Paul Monroe.

2220. Ching, Julia. "The Records of the Ming Philosophers: An Introduction." ORIENS EXTREMUS, 23, 2 (1976), 191-211.

History of philosophical ideas and intellectual movements, 1368-1644, covering 200 thinkers and scholars. Contains biography of compiler Huang Tsung-hsi (1610-95).

2221. Creel, Herrlee G. CHINESE THOUGHT FROM CONFUCIUS TO MAO TSE-TUNG. Chicago: University of Chicago Press, 1971.

Nontechnical summary of ancient Chinese thought: ideas of Confucius, Mo-tsu, and Mencius; Taoism, Legalism, and their variations.

2222. Dubs, Homer H. "The Failure of the Chinese to Produce Philosophical Systems." T'OUNG PAO, 26, 2-3 (1928), 96-109.

Reasons China did not develop philosophical systems: ancient intellectual leaders saw no value in theoretical science; mathematics remained a practical pursuit, not a pure science; and philosophy was crystallized by the Confucian authoritarian system.

2223. Duyvendak, Jan Julius Lodewijk. "ÉTUDES DE PHILOSOPHIE CHINOISE: SIUN-TSEU, CHANG YANG, HAN FEI-TSEU" (Studies of Chinese Philosophy: Siun-tseu, Chang Yang, Han Fei-tseu). REVUE PHILOSOPHIQUE DE LA FRANCE ET DE L'ÉTRANGER, 55, 11-12 (November-December 1930), 372-417. In French.

About Hsün Tzu, third century B.C. teacher of Ch'i state, who developed Confucian concepts of law enforcement, and about his pupil, Han Fei-tseu, a legalist.

2224. Fann, K.T. "Philosophy in the Chinese Cultural Revolution." INTERNATIONAL PHILOSOPHICAL QUARTERLY, 9 (September 1969), 449-59.

Role and transformation of philosophy under the impact of the Cultural Revolution.

2225. Fung, Yu-lan. A HISTORY OF CHINESE PHILOSOPHY, VOL. I, THE PERIOD OF CLASSICAL LEARNING. VOL. II, THE PERIOD OF CLASSICAL LEARNING. Princeton, NJ: Princeton University Press, 1953.

History of philosophical thought and philosophers and their interaction with Western philosophies and philosophers.

2226. Han, Yu-shan. "Some Tendencies of Contemporary Chinese Philosophy." JOURNAL OF PHILOSOPHY, 25 (1928), 505-13.

Influence of such Western philosophers as John Dewey and Bertrand Russell. Identifies the philosophical thinking of leading contemporary Chinese theorists.

2227. Hu, Shih. "The Scientific Spirit and Method in Chinese Philosophy." PHILOSOPHY AND CULTURE, EAST AND WEST. Edited by Charles Alexander Moore. Honolulu: University of Hawaii Press, 1962, pp. 199-222. Reprinted. THE CHINESE MIND. Edited by Charles Alexander Moore. Honolulu: University of Hawaii Press, 1967, pp. 104-31.

Development of the scientific spirit and method in Chinese history, twelfth to twentieth centuries; praises China's philosophical strength.

2228. Kondō, Kuniyasu. "KINDAIKA' TO MINZOKU, CHŪGOKU NO BAAI" ('Modernization' and Nation, the Case of China). SHISŌ (JOURNAL OF HISTORICAL STUDIES), 454 (April 1962), 426-35. In Japanese.

Yen Fu and K'ang Yu-wei became social Darwinists who wanted China to win the struggle to survive among nations. In contrast, Chang Ping-lin rejected Western values and disavowed the reformism of China's intellectual elite.

2229. Kuo, Chan-po. CHIN WU-SHIH-NIEN CHUNG-KUO SSU-HSIANG SHIH (AN INTELLECTUAL HISTORY OF CHINA IN THE LAST FIFTY YEARS). Peking: Jen-wen shu-tien, 1935. In Chinese.

Intellectual history of China, including leading thinkers and the introduction of formal logic, empiricism, and Cartesianism. Part VIII, on foreign ideas, has chapters on the introduction to China of philosophies and theories of Charles Darwin, Thomas Huxley, Herbert Spencer, Kropotkin, John Dewey, Henri Bergson, and Bertrand Russell. Includes Marxism and materialism.

2230. Lee, Cyrus. "The Influence of Chinese Philosophy on Western Psychology." CHINESE CULTURE, 14, 3 (September 1973), Chinese philosophy has influenced Western psychology significantly (C.G. Jung's study of the BOOK OF CHANGES and his understanding of Tao).

2231. Lu, Henry C. "Comparison of Classical Greek and Chinese Conceptions of Education." JOURNAL OF EDUCATIONAL THOUGHT, 5, 3 (December 1971), 163-75.

Compares educational theories of Socrates, Plato, and Aristotle with those of Confucius (551-479 B.C.), Mencius (371-289 B.C.), and Hsün-Tzu (298-238 B.C.). Confucius and Socrates had similar teaching methods; both wanted to stimulate a student to think for himself and believed knowledge affected character. Confucius resembled Plato in believing knowledge produced leaders. But Confucius, unlike Plato, saw no place for women in education. Ancient Chinese philosophers dealt only with human relationships while the Greeks tried to transcend human existence and deal with theology and metaphysics.

2232. Richardson, Thomas A. "The Classical Chinese Teacher." THE EDUCATION AND TRAINING OF TEACHERS. THE YEAR BOOK OF EDUCATION 1963. Edited by George Z. F. Bereday and Joseph A. Lauwerys. New York: Harcourt, Brace & World, 1963, pp. 26-40.

Sections on: Before Confucius, Confucius (551-479 B.C.), Mencius (371-289 B.C.), Some Rebels and Critics, and Conclusion.

2233. Ridley, Charles Price. "Theories of Education in the Ch'ing Period." CH'ING-SHIH WEN-T'I, 3, 8 (1977), 34-49.

Ch'ing educational theory held the environment to be the primary early influence. Environment yielded to intellect as the individual developed, producing an ability to make moral and intellectual decisions.

2234. Takada, Atsushi. "CHŪGOKU KINDAI NO 'RONRI' KENKYŪ" (A Study of 'Logic' in Modern China). KŌZA TŌYŌ SHISŌ (SERIES ON ORIENTAL THOUGHT). Vol. 4. Tokyo: Diagaku Shuppankai, 1967, pp. 215-27. In Japanese.

Examines motives for late Ch'ing intellectuals to study Western logic and re-evaluates ancient Chinese logicians. Examples: Hu Shih's Ph.D. dissertation was on ancient logical method, and Liang Ch'i-ch'ao studied logic in the MO-TZU.

2235. Wu, Ch'i-yüan. CHUNG-KUO HSIN-WEN-HUA YUN-TUNG KAI-KUAN (A SURVEY OF THE NEW CULTURE MOVEMENT IN CHINA). Shanghai: Hsien-tai shu-chu, 1934. In Chinese.

Examines New Culture Movement which grew from the May 4th Movement (1919); the conflict caused by trying to relate pragmatism and Marxism to traditional China; and ways various intellectuals believed these theories should affect Chinese life, culture, society, literature, and politics.

2236. Zia, Rosina C. "The Conception of Sage in Lao-Tze and Chuang-Tze as Distinguished From Confucianism." CHUNG CHI JOURNAL, 5, 2 (May 1966), 150-57.

A Confucian sage practices the "art of living" by means of education and discipline, ritual, loyalty, and faithfulness. In sharp contrast, the Taoist sage is characterized by inaction, his way to perfection being noninterference with the great harmony of nature.

See also Chapter 10, COMMUNIST IDEOLOGY AND EDUCATION.
Chapter 12, CONFUCIANISM AND ANTI-CONFUCIANISM.
Chapter 16, DEWEY, JOHN (1859-1952) AND CHINA.

Chapter 48

POPULATION POLICY: BIRTH CONTROL, FAMILY PLANNING, SEX EDUCATION

2237. Cartier, Michel. "LA RENAISSANCE DES ÉTUDES DEMOGRAPHIQUES EN CHINE POPULAIRE" (Renaissance of Demographic Studies in Mainland China). POPULATION, 35, 2 (1980), 444-50. In French.
Recent changes in scientific personnel, implications for resuming demographic studies, and activities of the Institute of Demographic Theory at the University of Peking.

2238. Cartier, Michel. "PERSPECTIVES DÉMOGRAPHIQUES CHINOISES À L'HORIZON 2000" (Chinese Demographic Prospects Up to the Year 2000). REVUE TIERS MONDE, 22, 86 (1981), 257-84. In French.
One reason for limiting couples to one child is to assure more educational opportunity for fewer children.

2239. Chen, K.I. "Planned Population Growth in China." CURRENT HISTORY, 67, 397 (1974), 120-24.
China's goal to reduce population growth by 2000 can be achieved in the countryside only by improving education, altering attitudes, and raising rural living standards.

2240. Chen, Pi-chao. "China's Birth Control Action Programme, 1956-64." POPULATION STUDIES, 24, 2 (1970), 141-58.
Birth control program is surveyed, and modes of communication, persuasion, and pressure are cited. One strategy has been to concentrate first on the upper socio-economic strata

and major urban areas and eventually expand to the rural area, using all available means of communication.

2241. Chen, Pi-chao. CHINA'S POPULATION PROGRAM AT THE GRASSROOTS LEVEL: REPORT ON A FIELD TRIP, SUMMER 1972. Pasadena: California Institute of Technology, 1973. ERIC ED 091 186.

Ways of spreading information about population policy in urban and rural areas are seen in political, cultural, and institutional context.

2242. Chu, Leonard L. PLANNED BIRTH CAMPAIGNS IN CHINA, 1949-1976. CASE STUDY NO. 5. Honolulu: University of Hawaii, East-West Center, 1977. ERIC ED 163 535.

Survey of population policy, 1949-76, tells how sex education and birth control campaigns are conducted.

2243. Croll, Elisabeth. "A Centre for Family Education and Research." CHINA NOW, 107 (1983), 24-26.

Examined one-child family planning, especially in the national center (Peking), which coordinates research and parent education.

2244. Djerassi, Carl. "Steroid Contraceptives in the People's Republic of China." NEW ENGLAND JOURNAL OF MEDICINE, 289 (September 6, 1973), 532-35.

Vast birth control information is available to married persons but is excluded from all schools.

2245. "Family Planning." CHINA FACTS & FIGURES. Peking: Foreign Languages Press, 1984.

Natural population growth rate dropped from 26 per thousand in 1970 to 14.55 per thousand in 1981. About 14 million couples have pledged "one child only," for which they get preferential medical care and other benefits. Vast rural and urban propaganda teams, using various media, teach family planning.

2246. Fraser, Stewart E. "Family Planning and Sex Education: The Chinese Approach." COMPARATIVE EDUCATION, 13, 1 (March 1977), 15-28.

Finds paradoxical the absence of formal sex education for teenagers in light of strong population control program. Although such instruction is being hesitantly considered, significant sex education propaganda is aimed at married females as a way to discourage childbearing.

2247. Goonesekera, A. "Population Communication in the People's Republic of China." MEDIA ASIA, 7, 2 (1980), 105-09.
In housing, work, discussion and other groups, family planning is treated as a collective decision of national importance. Real life examples are used, as well as games, plays, books, posters, seminars, and study classes.

2248. Han, Suyin. "The Changing Status of Women, Literacy, Education and Family." JOURNAL OF SEX RESEARCH, 3, 4 (November 1967), 275-83.
To slow population growth, sex education is taught to teenagers, particularly in rural areas. While stressing delayed marriage and delayed parenthood among the Han Chinese, the government has allowed minority groups in underpopulated areas to have more children.

2249. Hawkins, John N. "Family Planning Education and Health Care Delivery In the People's Republic of China: Implications for Educational Alternatives." COMPARATIVE EDUCATION REVIEW, 20, 2 (June 1976), 151-64.
Analyzes types of family planning programs tried. The formal education system was used, 1962-65, but had no impact in rural areas. After 1965, family planning education done entirely by well known local health care personnel was largely successful.

2250. Li, Xiuzhen, and Cang-ping Wu. "China Assessment." DRAPER FUND REPORT, 13 (June 1984), 21-23.
Since 1978, vast family planning campaign has used specially trained committees and units at every administrative level, often in cooperation with universities and middle schools.

2251. Maloney, Joan M. "Recent Developments in China's Population Planning: Notes and Comments." PACIFIC AFFAIRS, 54, 1 (1981), 100-14.

Examines population planning since 1976 and associated problems, including education.

2252. Murphy, Elaine M., and Patricia Cancellier. "The Population of China. One Billion, Eight Million People." INTERCHANGE: POPULATION EDUCATION NEWSLETTER, 12, 2 (May 1983), 1-4. ERIC ED 238 680.

Describes the adult education campaign begun in 1971 to limit families to two children and the one-child campaign begun in 1978.

2253. Pressat, Roland. "MESURES ANTINATALISTES EN CHINE" (Limiting Population Growth in Mainland China). POPULATION, 34, 4-5 (1979), 908-09. In French.

Financial, housing, educational, and employment benefits to families with only one child.

2254. Salaff, Janet W. "Institutionalized Motivation for Fertility Limitation in China." POPULATION STUDIES, 26, 2 (July 1972), 233-62.

In the 1950s China tried unsuccessfully to discourage large families by withholding advancement opportunities. By 1970 many rural and urban women determined to provide better education and jobs for their families by limiting births.

2255. Sterba, James P. "Chinese Will Try to Halt Growth of Population by End of Century." NEW YORK TIMES, August 13, 1979, p. 4.

Poverty and overpopulation limit educational opportunity: no primary schooling for 6 percent of Chinese children, no junior high schooling for 12 percent of primary students, no high schooling for more than 50 percent of junior high students, and no higher education for 95 percent of high school graduates.

2256. Sun, Dongtang. "Population Education in Asia and the Pacific: China." BULLETIN OF THE UNESCO REGIONAL

OFFICE FOR EDUCATION IN ASIA AND THE PACIFIC, 23 (June 1982), 64-69.

Population education in schools, proposed in 1978, began slowly with U.N. help. Textbooks were drafted and experimental courses taught at ten secondary schools and ten pedagogical institutes.

2257. Taeuber, Irene B. "Health, Mortality, and Population Growth in the People's Republic of China." MEDICINE IN CHINESE CULTURES: COMPARATIVE STUDIES OF HEALTH CARE IN CHINESE AND OTHER SOCIETIES. Edited by Arthur Kleinman et al. Washington, DC: DHE Publication No. (NIH) 75-653, 1975, pp. 443-76.

The 1950s rapid population growth hampered efforts to provide mass schooling; heightened unemployment pressures, 1958-66; and was a factor in youthful unrest during the Cultural Revolution, when Mao ordered urban youth to resettle in rural areas.

2258. Verma, Asha. "Birth Control and Planned Parenthood in China." CHINA REPORT, 7, 2 (1971), 41-48.

Effectiveness of birth control, planned parenthood, and sex education policies in reducing population, 1919-69.

Chapter 49

PSYCHOLOGY, EDUCATIONAL PSYCHOLOGY, TESTING

2259. Breiner, S.J. "Early Child Development in China." CHILD PSYCHIATRY AND HUMAN DEVELOPMENT, 11, 2 (1980), 87-95.

Author, a psychiatrist, believes that the Chinese emphasis on conformity and discipline and the failure to acknowledge emotional problems result in psychopathology going undetected or misdiagnosed and in emotional impoverishment among children.

2260. Brou, Alexandre. "LA DISCIPLINE DANS LES ÉTABLISSEMENTS SCOLAIRES CHINOIS" (Discipline in Chinese Educational Institutions). REVUE INDO CHINOISE (INDO-CHINA REVIEW), 16, 10 (October 1911), 426-31. In French.

2261. Brown, L.B. "Social Psychology in China." BRITISH JOURNAL OF SOCIAL PSYCHOLOGY, 22, 4 (November 1983), 363-72.

Psychology as an academic field, introduced in 1917, has since 1949 faced political constraints, especially social psychology. Since 1980 social psychology has held higher status, particularly for training managers.

2262. Chang, K.S.F. et al. "Height and Weight of Southern Chinese Children." AMERICAN JOURNAL OF PHYSICAL ANTHROPOLOGY, 21, 4 (1963), 497-509.

Established height and weight norms of Southern Chinese children aged 6-18 and related these norms to the children's socio-economic status and behavior.

2263. Cheng, C.Y. "Psychological Tests Found in China during Han and Wei Dynasties (206 B.C.-264 A.D.)." CHINESE JOURNAL OF PSYCHOLOGY, 1, 4 (1922), 7+.

Writings of nine ancient authors showed testing and psychological insight. Example: on a child's first birthday, acquisitiveness, instinct, and intelligence were judged by placing various objects before the child and observing reactions to each. One author also described the distribution of intelligence thus: the superior is without teaching, the subnormal is unteachable, and the normal is ignorant unless taught.

2264. Chin, Robert, and Ai-li Sung Chin. PSYCHOLOGICAL RESEARCH IN COMMUNIST CHINA: 1949-1966. Cambridge, MA: MIT Press, 1969.

Unlike most social sciences which were curtailed, psychology flourished after 1949. Educational psychology was a chief concern in the early 1960s, its task being to reform instruction in elementary and secondary schools. Opposition to psychological testing continued because of Marxist denial of the Western theory of native intelligence. Research centered on methods and materials of teaching various subjects (mathematics, languages), on stages in child development, and on motivation as a factor in moral character.

2265. Chinese Psychological Society, Executive Committee. "CHUNG-KUO HSIN LI HSÜEH 60 NIEN TI HUI KU YÜ CHAN WANG" (Retrospect and Prospect of 60 Years of Psychology in China: In Commemoration of the 60th Anniversary of the Founding of the Chinese Psychological Society). HSIN LI HSÜEH PAO (ACTA PSYCHOLOGICA SINICA), 14, 2 (1982), 127-38. In Chinese.

Reviews the development of psychology and major research results. Emphasizes the need to hold Marxist philosophy as the guiding principle in psychology, to expand theoretical and applied research, and to promote the training of students in psychology.

2266. Ching, C.C. "SOUREMENNOE SOSTOIANIE PSIKHOLOGICHESKOGO NAUKA V KITAE" (The Current State of Psychological Science in China). PSIKOLOGICHESKII ZHURNAL, 4, 3 (May-June 1983), 155-58. In Russian.
History of Western psychology in China (first psychology lecture occurred at Peking University in 1917 and the Chinese Psychological Society was founded in 1921). In the 1960s psychologists studied the human being-machine system. After the Cultural Revolution, applied research flourished and psychology was directed to serve industry, agriculture, science and technology, and defense.

2267. Ching, C.C. "Psychology in the People's Republic of China." AMERICAN PSYCHOLOGIST, 35, 12 (December 1980), 1084-89.
Psychological study began after 1910, developed after 1949, and was revived after the disruptive Cultural Revolution.

2268. Darou, Chen. "Thirty Years of Physiological Psychology in China: A Historical Retrospective and Some Basic Problems." CHINESE SOCIOLOGY AND ANTHROPOLOGY, 12, 3 (1980), 78-96.
Review of the physiological basis of psychology, with brief commentary on related basic problems.

2269. Gong, Yao-xian et al. "WEI SHIH CH'ENG JEN CHIH LI LIANG PIAO TE HSIU TING" (Revision of Wechsler's Adult Intelligence Scale in China). HSIN LI HSÜEH PAO (ACTA PSYCHOLOGICA SINICA), 15, 3 (1983), 362-70. In Chinese.
The Wechsler Scale was validated and separate norms set for rural and urban Chinese.

2270. Hsu, Ch'ing-lan. "Social Psychological Changes in Mainland China." ISSUES AND STUDIES, 8, 4 (1972), 36-44.
Discusses effects of Party policies on social psychology since 1949.

2271. Hsü, L.T. et al. "Recent Developments in Psychology Within

the People's Republic of China." INTERNATIONAL JOURNAL OF PSYCHOLOGY, 15, 2 (July 1980), 131-44.
Traces 60 years of psychology in China. Peking's Institute of Psychology in 1977 undertook research in perception, physiological and developmental psychology, and other psychological theories and systems.

2272. Kuo, You-yuh. "Psychology in Communist China." PSYCHOLOGICAL RECORD, 21, 1 (Winter 1971), 95-105.
Psychology is used to strengthen Communist ideology. Chinese psychologists, who blame Western psychologists for helping to suppress class struggle, do not use intelligence tests and their research emphasizes moral development.

2273. Li, Chen, and Wang Ansheng. "Hold On to Scientific Experimentation in Psychology." CHINESE SOCIOLOGY AND ANTHROPOLOGY, 12, 3 (1980), 9-23.
China's revolutionaries fear scientific research in psychology, as seen in the "Gang of Four" activities during the Cultural Revolution.

2274. Liu, Fan. "CHUNG-KUO HSIEN SHIH TE FA CHAN HSIN LI HSÜEH CHIEN T'AN CHUNG-KUO SAN-SHIH ERH SUI ERH T'UNG SHU KAI NIEN HAN YÜN SUAN NENG LI TE FA CHAN" (The Current Developmental Psychology in China with Particular Reference to the Development of Number Concepts of 3-12-year-old Chinese Children). HSIN LI HSÜEH PAO (ACTA PSYCHOLOGICA SINICA), 13, 2 (1981), 117-23. In Chinese.
Cooperative psychological study of ways children ages three-twelve learned number concepts and arithmetic skills.

2275. Liu, Fan. "Developmental Psychology in China." INTERNATIONAL JOURNAL OF BEHAVIORAL DEVELOPMENT, 5, 4 (December 1982), 391-411.
History of developmental psychology. Research emphases since 1977 include cognitive development, language development, thought-language relationships, mental retardation, and personality and moral development.

2276. Luh, C.W., and T.M. Wu. "A Comparative Study of the Intelligence of Children on the Pintner Performance and the Binet Tests." JOURNAL OF SOCIAL PSYCHOLOGY, 2 (1931), 402-08.

Found that 128 children in Peking attained performance ratings approximately equivalent to the U.S. average on the Binet scales.

2277. Luh, C.W., and T.M. Wu. DIRECTIONS FOR THE SECOND REVISION OF THE CHINESE BINET-SIMON SCALE. Shanghai: Commercial Press, 1936.

Revision of intelligence tests for Chinese children ages 6-14.

2278. McCall, William A. "Scientific Measurement and Related Studies in Chinese Education." BULLETINS ON CHINESE EDUCATION, 2, 7 (1923), 1-19.

After Paul Monroe's 1921-22 visit to China, McCall, also of Teachers College, Columbia University, became Director of Psychological Research in the Chinese National Association for the Advancement of Education. He describes his educational statistics and testing projects begun in 1923.

2279. Matsuyama, Yoshinori. "A Visit with Chinese Psychologists at Beijing University." PSYCHOLOGIA: AN INTERNATIONAL JOURNAL OF PSYCHOLOGY IN THE ORIENT, 21, 3 (September 1978), 177-78.

A Japanese university president's observations of teaching and research in psychology. Lists offerings and orientations in psychology at Peking University and Peking Teachers College. Chinese Academy of Sciences had research groups in perceptual, abnormal, developmental, and theoretical psychology.

2280. Pan, Shu. "China's Recent Research Work on Psychology." PSYCHOLOGIA, 2 (1959), 193-201.

Psychological research, 1949-57, followed Pavlovian and other Russian theory. After 1957 psychological research shifted to such practical areas as education, industry, and medicine.

2281. Pan, Shu. "RAZVITIE PSIKHOLOGII V KITAE" (Development of Psychology in China). VOPROSY PSIKHOLOGII, 4, 6 (November-December 1958), 166-68. In Russian.

2282. Petrushevskii, S.A. "O SOVREMENNOM SOSTOIANII PSIKHOLOGICHESKOI NAUKI V KITAE I O RAZVITII NAUCHNOGO KONTAKTA S KITAISKIMI PSIKHOLOGAMI" (The Current State of Psychology in China and the Development of Scientific Contacts with Chinese Psychologists). VOPROSY PSIKHOLOGII, 2 (1956), 102-08. In Russian.

2283. Simon, H.A. "HSIN LI HSÜEH TI CH'IANG LAI YÜ CH'I K'O CH'ENG TI FA CHAN" (Developmental Course and Prospect of Psychology). HSIN LI HSÜEH PAO (ACTA PSYCHOLOGICA SINICA), 15, 4 (1983), 375-80. In Chinese.

Describes the 1889 publication in China of J. Haven's MENTAL PHILOSOPHY (1857), one of the first books to introduce Western psychology.

2284. Tang, Terry. "A Preface to Experimental Psychology in China." PSYCHOLOGIA: AN INTERNATIONAL JOURNAL OF PSYCHOLOGY IN THE ORIENT, 18, 1 (March 1975), 30-34.

Despite the world's limited knowledge of psychology in China, particularly during the Cultural Revolution, known psychology libraries and the Chinese preface in a prominent Western experimental psychology book were evidence that psychology was a viable science there.

2285. Tully, Bryan. "Clinical Psychology and Mental Health Services in the People's Republic of China." BULLETIN OF THE BRITISH PSYCHOLOGICAL SOCIETY, 37 (April 1984), 120-22.

Found psychologists greatly interested in basic physiological psychology and in application of behavioral methods to health problems.

2286. Wang, G.H. "The Future of Psychology in China." INDEPENDENT REVIEW, 1, 40 (1933), 13-16.

Foresaw more independent psychological research in China. Criticized overemphasis on testing and maze learning. Need to study human development and industrial psychology.

2287. Weideman, C.C. et al. "Educational Tests and Measurements in China, England, France, and Germany." REVIEW OF EDUCATIONAL RESEARCH, 5 (1935), 443-54.
Educational leaders, greatly influenced by the U.S., supported extensive development of tests and measurements, a movement that was much slower in Europe.

2288. Westbrook, C.H., and G.D. Lai. "The Height and Weight Measurements and Their Correlation with the Mental Traits of Chinese Students in Shanghai." CHINESE MEDICAL JOURNAL, 44 (1930), 1024-41.
Determined average height and weight of 1,704 students, aged 7-23, and tried to correlate these data with intelligence level and scholastic success.

2289. Whittaker, James O. "Psychology in China: A Brief Survey." AMERICAN PSYCHOLOGIST, 25, 8 (August 1970), 757-59.
After 1969 China allowed specialties in clinical, educational, and industrial psychology to be offered at Peking and a few other universities. Research was done mainly at the Chinese Academy of Sciences and Peking University.

2290. Wu, T.M. ON THE SECOND REVISION OF THE CHINESE BINET-SIMON SCALE. Shanghai: Commercial Press, 1936.
Cites improvements resulting from revision of the Chinese version of the Binet-Simon scale. The work involved 327 boys and 306 girls 6-14 1/2 years old.

2291. Xintian, Lin et al. "Thirty Years of Clinical Psychology in China." CHINESE SOCIOLOGY AND ANTHROPOLOGY, 12, 3 (1980), 97-105.
Developments, 1950-80, in psychotherapy and in psychological aspects of neurosis, psychosis, acupuncture, anaesthesia, and mental deficiency in children.

2292. Xu, Lian-cang. "SSU KO HSIEN TAI HUA HSU YAO HSIN LIH SUEH" (Psychology in the Realization of the Four Modernizations). HSIN LI HSÜEH PAO (ACTA PSYCHOLOGICA SINICA), 11, 1 (1979), 22-28. In Chinese.
Analyzes important tasks of psychologists in helping achieve modernization, first of which is to educate and train many experts.

2293. Yang, Xin-hui. "YEN CHIU CHUNG-KUO HSIN LI HSÜEH SHIH TANG I" (Some Opinions of the Study of the History of Chinese Psychology). HSIN LI HSÜEH PAO (ACTA PSYCHOLOGICA SINICA), 15, 3 (1983), 289-93. In Chinese.
Urges that Chinese characteristics be incorporated into psychology. Recommends ways to facilitate psychological research by forming a nationwide psychological cooperative and building research institutes.

2294. Yee, Albert H. "Psychology in China Bows to the Cultural Revolution." APA MONITOR, 4, 3 (March 1973), 1, 4.
Status of psychology teaching as observed in 1972 at several universities.

2295. Yee, Albert H. "Psychology in China: Perspectives of 1972, 1980, and 1981." JOURNAL OF THE ASIAN AMERICAN PSYCHOLOGICAL ASSOCIATION, 6, 1 (1981), 14-17.
In contrast to 1972, when the author found psychologists isolated and stalled by political oppression, psychologists he met in 1980 and 1981 were enthusiastic about the post-Mao revival in professional psychology.

2296. Zhongxian, Lin, and Fang Zhi. "Thirty Years of Experimental Psychology in China." CHINESE SOCIOLOGY AND ANTHROPOLOGY, 12, 3 (1980), 43-61.
The psychological processes of learning and remembering were among the first topics studied by Chinese psychologists.

2297. Zhu, Zhixian. "Child Psychology Instruction and Research in the People's Republic of China." SCHOOL PSYCHOLOGY INTERNATIONAL, 1, 2 (September-October 1979), 3-5.

Introduction of child psychology to China. Some special emphases are the roles of heredity, environment, and education in child development; and age and individual differences.

Chapter 50

RELIGION AND RELIGIOUS EDUCATION

2298. Ch'en, Kenneth. "Chinese Communist Attitudes Towards Buddhism in Chinese History." HISTORY IN COMMUNIST CHINA. Edited by Albert Feuerwerker. Cambridge, MA: MIT Press, 1968, pp. 158-74.

Communists, promising freedom of religion, have allowed Buddhism to function but have attacked important Buddhist schools. Buddhist teachers have ignored these attacks. Buddhist contributions to art (especially sculpture), medicine, astronomy, and mathematics are acknowledged.

2299. Ha, Kuo-tung. "Mohammedanism." THE CHINESE YEAR-BOOK 1936-37. SECOND ISSUE. Edited by Chao-ying Shih and Chi-hsien Chang. Shanghai: Commercial Press, 1936, pp. 1499-1505.

Islam, brought to China in 651 A.D., had about 48 million (1936). Their first school was opened in Peking in 1906; about 20 schools are listed.

2300. Hang, Thaddeus, and J. Masson. "UNE ENQUÊTE RELIGIEUSE CHEZ DES ÉTUDIANTS DE TAINAN" (A Religious Investigation among Students in Tainan). STUDIA MISSIONALIA, 16 (1967), 99-115. In French.

2301. Li, An-che, and Tsun Fa. "China: Buddhist Tradition." THE YEAR BOOK OF EDUCATION 1951. Edited by Joseph A. Lauwerys and Nicholas Hans. London: Evans Brothers, 1951, pp. 646-54.

China has various types of Buddhism and most Chinese are in some sense Buddhists. Authors examine theoretical and practical Buddhist ethics, review the history of Chinese Buddhism, and the effects of modernization on Buddhist education. Communism's protection of religious freedom and of minority rights (including Tibetan Buddhist rights) is cited as a likely cause for continued strength of Buddhist education and traditions.

2302. MacInnis, Donald. "Religious Revival in China." CHRISTIAN CENTURY, 98, 11 (April 1, 1981), 346-50.

Extraordinary Christian revival in China is caused by official assurance of the constitutional guarantee of religious freedom. Unexpected interest of youth in religion is of great significance.

2303. MacInnis, Donald. "The Secular Vision of A New Humanity in People's China." CHRISTIAN CENTURY, 92, 9 (March 12, 1975), 249-53.

Organized religion is discouraged. Youth are taught Communist moral values.

2304. Rhee, Song Nai. "Jewish Assimilation: The Case of Chinese Jews." COMPARATIVE STUDIES IN SOCIETY AND HISTORY, 15, 1 (January 1973), 115-26.

Jews came to K'ai-feng, China, as cotton merchants in the ninth or tenth centuries from Persia (Iran). Free to practice their religion, they were eventually assimilated through intermarriage and integrated into the Chinese civil service. A synagogue existed, 1704, but by 1870 it was dismantled. One reason Jews disappeared as a separate group was that their intellectuals became Confucian scholars and civil servants who, in imperial China, were required to be mobile (could not hold office in their birthplace) and hence more readily intermarried.

2305. Smith, Henry Lester et al. A BRIEF SURVEY OF PRESENT-DAY RELIGIOUS AND MORAL EDUCATION IN THE SCHOOLS OF COUNTRIES OTHER THAN THE UNITED STATES OF AMERICA. Bloomington: Indiana University, 1935.

Survey of moral and religious education worldwide, including China.

2306. Stockwell, Eugene L. "The Life of Christianity in China." CHRISTIAN CENTURY, 94, 6 (February 23, 1977), 168-71.
Visiting U.S. churchmen's interview with Dr. K.H. Ting, former Anglican bishop and current president of Nanjing Theological Seminary, about Christianity and religious education.

2307. Ting, K.H. "Theological Education in China." SOUTHEAST ASIA JOURNAL OF THEOLOGY, 23, 2 (1982), 132-38.
Nanjing Theological Seminary president reports on theological education in China: leadership training, curriculum, and evangelistic approaches.

2308. Tsu, Y.Y. "Religion in China: Toward a Greater Synthesis." CHINESE RECORDER, 59, 10 (October 1928), 622-29.
Found widespread interest in religion, perhaps because of political turmoil and economic depression, except among students, whose zeal for science he saw as a turning point in China's intellectual history.

See also Chapter 42, MISSION EDUCATION: PROTESTANTS.
Chapter 43, MISSION EDUCATION: ROMAN CATHOLICS (JESUITS).

Chapter 51

RICCI, MATTEO (JESUIT, 1552-1610)

2309. Cronin, Vincent. THE WISE MAN FROM THE WEST. New York: E.P. Dutton, 1955.
Life of Jesuit missionary Matteo Ricci (1552-1610), who introduced Western learning into China.

2310. Lazzarotto, Angelo S. "LE ONORANZE CINESI A MATTEO RICCI" (Chinese Honors for Matteo Ricci). MONDO CINESE, 10, 3 (1982), 83-94. In Italian.
Jesuit Ricci and his companions, honored by seventeenth century Chinese but denigrated by Maoist extremists, introduced Western scientific knowledge to China.

2311. Melis, Giorgio. "STUDI RICCIANI" (Riccian Studies). MONDO CINESE, 8, 2 (1980), 9-13. In Italian.
Examines the historiography on Matteo Ricci, Jesuit missionary to China.

2312. Murri, Alfredo. "MATTEO RICCI: RINASCIMENTO EUROPEO E RINNOVAMENTO SCIENTIFICO DELL'ORIENTE" (Matteo Ricci: European Renaissance and Scientific Renewal of the Orient). MONDO CINESE, 8, 2 (1980), 3-8. In Italian.
Jesuit missionary Matteo Ricci's scientific work in China included calendar reform and mathematical studies.

2313. Qingyu, Wang. "MATTEO RICCI: AMBASCIATORE DELLA CULTURA OCCIDENTALE MODERNA" (Matteo Ricci:

Ambassador of Modern Western Culture). MONDO CINESE, 10, 1 (1982), 91-97. In Italian.
Jesuit Ricci's activities in China and his contributions to science, especially astronomy, geometry, and cartography.

2314. Shih, Joseph Hsing-san. "Ricci, Matteo." ENCYCLOPEDIA BRITANNICA. Chicago: Encyclopedia Britannica, 1984, Vol. 8, p. 563; Vol. 15, pp. 826-27.
Italian Jesuit missionary (1552-1610), a trained scientist, while in China (1582-1610) befriended Chinese intellectuals, taught them science, and wrote two books about China and its culture.

2315. Spence, Jonathan D. THE MEMORY PALACE OF MATTEO RICCI. New York: Elisabeth Sifton Books/Viking, 1984.
Biography of sixteenth century Jesuit founder of the first Christian mission in China concentrates on Ricci's mnemonic (memory) theories which he shared with and through which he conceptualized with the Chinese.

See also Chapter 43, MISSION EDUCATION: ROMAN CATHOLICS (JESUITS).

Chapter 52

RURAL EDUCATION AND COMMUNES

2316. Beers, Burton F., and Barbara M. Parramore, eds. CHILIYING: LIFE IN A RURAL COMMUNE IN CHINA. PART 1: PEOPLE OF ASIA SERIES, MIDDLE SCHOOL, NO. 1. STUDENT BOOKLET AND TEACHER'S GUIDE. Raleigh: School of Education, North Carolina State University, 1979. ERIC ED 187 773.

Life in Chiliying, a farming commune in Honan Province, puts Chinese society into political, geographical, and historical perspective, including educational and work experience.

2317. Bennet, Nicholas. "Education for Rural Development, the Attempt of Many Countries." LITERACY DISCUSSION, 6, 3 (Autumn 1975), 21-42.

Along with examples in Upper Volta and Tanzania, China's rural education after the Cultural Revolution is shown to be an instrument for rural development. Such education should not interfere with traditional life patterns and the curriculum should fit rural needs.

2318. Berkley, Gerald W. "The Canton Peasant Movement Training Institute." MODERN CHINA, 1, 2 (1975), 161-79.

The Canton Peasant Movement Training Institute, 1924, marked the first use of specially trained individuals to enlist peasant support for revolution. Although established by the Kuomintang, the school's directors were members of the Communist Party who organized a relatively elitist student body from the bottom up.

2319. Berkley, Gerald W. "The Early Communist Practice of Peasant Recruitment. A Case in Point: The Training of Peasant Organizers at the Canton Peasant Movement Training Institute, 1924-1926." JOURNAL OF THE CHINESE UNIVERSITY OF HONG KONG, 1 (1973), 165-88.

The Peasant Movement Training Institute, 1924, Canton, to train peasants as revolutionaries, was founded by the United Front formed by the Kuomintang, the Chinese Communist Party, and the Comintern. Between 1924-27 it trained about 1,000 peasant movement organizers.

2320. Brown, Hubert O. "Recent Policy Towards Rural Education in the People's Republic of China." HONG KONG JOURNAL OF PUBLIC ADMINISTRATION, 3, 2 (December 1981), 168-88.

Progress in rural education has been uneven although Maoist ideology during the Yenan period promised schooling for peasants. After 1949 the Communists gave more money and leadership to urban schools based on Russian designs. By 1977 post-Mao leaders saw that modernization required increased agricultural production, a goal possible only if peasants were better educated.

2321. Chu, Don-chean. "The Communes and Their Schools in Communist China." JOURNAL OF HUMAN RELATIONS, 9, 2 (Winter 1961), 265-74.

How communes are organized, their educational needs, types of primary and secondary schools provided, and some criticisms of commune schools.

2322. Crook, Isabel, and David Crook. THE FIRST YEARS OF YANGYI COMMUNE. London: Routledge and Kegan Paul, 1966.

Process and problems of development of Yangyi Commune, 275 miles southwest of Peking. "Education" chapter describes the Ten Mile Inn Primary School, Shidong Agricultural Secondary School, Yangyi Secondary School, and Red and Expert schools.

2323. Fraser, Stewart E. "Reforms for Rural Primary and Middle Schools." SCHOOL AND SOCIETY, 99, 2333 (April 1971), 237-41.

Background and content of a North China province revolutionary committee's draft plan to redirect rural education along Cultural Revolution lines. In autumn 1968, rural schools were to last nine years, serve ages 7-16, cater mainly to poorer workers' and peasant children, combine productive work and study (theory and practice), be directed by local peasant and commune cadre revolutionary committees, with teachers paid on a work-point-plus-subsidy basis, and with priority given to politics, productive labor, and then general knowledge and culture.

2324. Gamble, Sidney D. TING HSIEN: A NORTH CHINA RURAL COMMUNITY. New York: Institute of Pacific Relations, 1954.

Data, 1926-33, showed how one county, Ting Hsien, organized political, educational, recreational, and religious lives. Despite much progress in education, Ting Hsien in 1928 was only 20 percent literate.

2325. Hobbs, Mary Kay. NEW PATTERNS IN TEACHING AND LEARNING: A LOOK AT THE PEOPLE'S REPUBLIC OF CHINA. OCCASIONAL PAPER NO. 2. East Lansing: Non-Formal Education Information Center, Michigan State University, 1978. ERIC ED 232 828.

Emphasizes education programs for rural development.

2326. Huang, Yen-p'ei. HUANG YEN-P'EI K'AO-CH'A CHIAO-YÜ JIH-CHI (HUANG YEN-P'EI'S DIARY DURING HIS INVESTIGATION OF (THE STATE OF) EDUCATION). 2 vols. Shanghai: Commercial Press, 1914, 1915. In Chinese.

Impressions of schools in six provinces: Kiangsu, Kiangsi, Anhwei, Chekiang, Shantung, and Chihli. Author, early champion of Western education and chief of the Bureau of Education of Kiangsu Province (1912-14), was later a vocational education movement leader.

2327. Jacobsen, R. Brooke. "Changes in the Chinese Family." SOCIAL SCIENCE, 51, 1 (1976), 265-31.

Patterns for socializing and educating children are part of family life in rural communes.

2328. Keating, Pauline. "When Peasant Children Go to School." CHINA NOW, 102 (May-June 1982), 16-18.

Australian author was a Nanking University student who also taught English at a Peking middle school, 1978-80. She writes of rural primary school problems and of new agricultural policies' effects on rural schooling.

2329. Krasnov, Andrei Nikolaevich. "UCHREZHDENIIA KITAISKOI DEREVNI: IZ KOLYBELI TSIVILIZATSII" (From the Cradle of Civilization: Chinese Village Institutions). KNIZHKI NEDELI, 2 (1897), 46-69. In Russian.

2330. Lee, H.N., and P.T. Lee. TEACHING IN THE SINGLE-GRADE SCHOOLS. Shanghai: Commercial Press, 1935.

How to manage and teach in ungraded schools, suitable for rural China in view of little money and many unschooled children. Describes ability grouping, teaching schedule, teaching materials, extracurricular activities, and the teaching of Chinese language, arithmetic, reading, music, fine arts.

2331. Lee, H.P. "Education and Rural Development in China Today." WORLD YEARBOOK OF EDUCATION. London: Evans Brothers, 1974, pp. 209-33.

Survey of educational programs after 1949 to transform and modernize rural areas, including literacy and ideological education, technical training in agriculture, and instruction in health-related fields.

2332. Lee, Hsiang-po. EDUCATION FOR RURAL DEVELOPMENT IN THE PEOPLE'S REPUBLIC OF CHINA. BACKGROUND PAPER NO. 3. Essex, CT: International Council for Educational Development, 1972. ERIC ED 145 977.

Education programs in rural communes: primary schools, adult literacy, secondary work-study schools, and inservice and spare-time training for teachers.

2333. Mosher, Steven W. BROKEN EARTH: THE RURAL CHINESE. New York: Free Press, 1983.

Anthropologist who spent 1979-80 studying rural life in south China argued that peasants were worse off than in 1949 (he provoked the regime to denounce him as a "foreign spy"; Stanford University rejected his research). Found that more than double the percentage of children of primary school age were in school in 1980 than in 1949, not because of government help but because Mao in the late 1950s insisted that local villages assume responsibility for education. But with liberal agricultural policy, school attendance declined, 1978-81, because parents kept their children at home to help with private plots.

2334. Myrdal, Jan. REPORT FROM A CHINESE VILLAGE. New York: Pantheon, 1965.

Swedish anthropologist describes life and people as seen during a one-month stay in Liu Ling village, northern Shensi. "The School" chapter has first-person descriptions by the headmaster, a schoolmistress, and the 24-year-old head of Young Pioneers of the curriculum and schedule for grades 1-6.

2335. Perkins, Dwight H., and Shadid Yusuf. RURAL DEVELOPMENT IN THE PEOPLE'S REPUBLIC OF CHINA. Ref. No. 671-90. Washington, DC: World Bank, 1981.

Chapter VII on Education. Mao's attack on urban elitism during the Great Leap Forward and particularly the Cultural Revolution focused on the educational system, which had produced a highly educated elite. Higher schools were closed, school discipline was undermined after schools re-opened, and little technical education and research took place. Reverse policies after 1977 restored technical education with an elitist flavor. Primary education is almost universal, with the same goal for middle schools. The effect of the new educational policies on agricultural productivity and rural incomes depends on whether or not educated youths remain rural or migrate to cities as industrialization proceeds.

2336. Roberts, H. "Community Development Training in Canada and China: A Contrast in Philosophy and Style." COMMUNITY DEVELOPMENT JOURNAL, 14, 2 (1979), 123-27.

Where Canadian (i.e., Western) community development training is conceptual and skill-oriented, Chinese community development training combines practice and theory, puts the collective (i.e., state) need before individual need, and makes accountability (i.e., "serve the people") more public.

2337. Rose, John. "Sinjao: A Chinese Commune." GEOGRAPHY, 51, 4 (1966), 379-83.

A description of economic and social life at an 11,000-acre commune with a population of 48,000, whose children receive compulsory primary education.

2338. Sarker, S.C. "The Chinese Communes." INDIA QUARTERLY, 15 (January-March 1959), 26-52.

Commune organization, party control, and relations to family and education. Called "One of the boldest ventures to regulate human destiny."

2339. Selden, Mark. "Report from a People's Commune." LIBERATION, 17, 8 (January 1973), 25-35.

The commune system and how local decisions about schooling and higher education opportunities are made, even though planning and policy direction flow downward from the national and provincial levels.

2340. Sklair, L. "Whither the Communes?" CHINA NOW, 99 (November-December 1981), 5-6.

Post-Mao communes deliver very good health, education, and welfare services to rural areas.

2341. Smith, Arthur Henderson. VILLAGE LIFE IN CHINA: A STUDY IN SOCIOLOGY. New York: Fleming H. Revell, 1899.

Depicts village life, including "Village Schools and Travelling Scholars" and "Chinese Higher Education. . . ." Traditional education relied mainly on memorization, and few students could expect to take and pass civil service examinations.

2342. Smith, D.H. "The Chinese Enigma." POLITICAL QUARTERLY, 26, 4 (October-December 1955), 360-70.

Praises rural mass education and women's emancipation while stating that the Communists must hold the support of scholars and peasants.

2343. Snow, Edgar. "Success or Failure? China's 70,000 Communes." THE NEW REPUBLIC, 164, 26 (June 1971), 19-23.

Explains the commune system, compares 1937-1971 conditions, and compares prosperous and poor communes. Contends that sending urban educated youth to the countryside improved peasants' lives.

2344. Yang, C.K. A CHINESE VILLAGE IN EARLY COMMUNIST TRANSITION. Cambridge, MA: Technology Press, MIT, 1959.

Case study shows how the village of Nanching, Kwangtung Province, was changed after 1949 and integrated into the Communist system. Pre-Communist patterns of land ownership, production, consumption, kinship, and government are analyzed. Educational changes after 1950 show Communist preoccupation with literacy, short-term training, and political indoctrination.

2345. Yang, Hsin-pao. TRAINING RURAL LEADERS: SHANTAN BAILIE SCHOOL, KANSU PROVINCE, CHINA. Rome: United Nations Food and Agriculture Organization, Study No. 29, 1949.

FAO's purpose was to study ways to train local rural leaders in the industrial cooperative movement. At Shantan, a poor village near the Gobi Desert, Westerner Rewi Alley in 1944 with overseas aid opened the Shantan Bailie School. Along with Chinese language and culture, English, and technical subjects, the school taught such industrial subjects as spinning, pottery, construction, coal mining, tailoring, brickmaking, agriculture, irrigation, and administration. As a model for other developing areas the Shantan Bailie School illustrated many needs, including the difficult transition to self-sufficiency.

2346. Yang, Martin C. A CHINESE VILLAGE: TAITOU, SHANTUNG PROVINCE. New York: Columbia University Press, 1945.

Child training is part of this anthropological report about the author's native village in Shantung Province. The school is described in the chapter, "Village Organizations," as being run by heads of all participating families, people who regarded education as the way a family could raise its position. The traditional school day and curriculum are described as is the arrival of the first modern school after 1912. Although teachers had no official position, they were regarded as village leaders.

2347. Zhao, Bao-heng. "Education in the Countryside Today." COMPARATIVE EDUCATION, 20, 1 (1984), 103-06.

Describes need and plans to universalize primary schooling before 1990, and to stress secondary vocational and technical learning.

Chapter 53

RUSTICATION: RESETTLING URBAN YOUTH IN RURAL AREAS

2348. Bernstein, Thomas P. UP TO THE MOUNTAINS AND DOWN TO THE VILLAGES: THE TRANSFER OF YOUTH FROM URBAN TO RURAL CHINA. New Haven, CT: Yale University Press, 1977.
Political motivation, education, supervision, organizational structure, successes, and failures of the movement that sent 12 million urban youth to work in rural areas, 1968-72.

2349. Bernstein, Thomas P. "Urban Youth in the Countryside: Problems of Adaptation and Remedies." CHINA QUARTERLY, 69 (March 1977), 77-108.
Adaptation of urban youth to rural life under the rustication program. Villagers accepted them better if they contributed positively as farm workers or in such cultural-technical jobs as barefoot doctors or teachers.

2350. "Books for School Graduates in the Countryside." PEKING REVIEW, 18, 33 (August 15, 1975), 30.
Describes SELF-EDUCATION SERIES FOR YOUTH, a 20-volume textbook series designed to raise political consciousness and improve the scientific and cultural knowledge of the ten million urban school graduates resettled in rural areas.

2351. Broadbent, Kieran P. "China's Youth Policy." Paper presented at the World Congress of Rural Sociology, Torun, Poland, August 1976. ERIC ED 128 117.

Excessive urbanization in the 1950s and a shortage of personnel to accomplish rural development led China in the early 1960s to move city dwellers to the countryside. During and after the Cultural Revolution, many educated city youth were required to settle in rural areas.

2352. Butterfield, Fox. "China Eases Policy of Sending Youth to Countryside." NEW YORK TIMES, December 5, 1978, p. 2.
The Cultural Revolution rustication policy that sent 16 million educated urban youth to live and work in rural areas, widely criticized by young people and their families, is being quietly dismantled.

2353. Chen, Pi-chao. "Overurbanization, Rustication of Urban-Educated Youths, and Politics of Rural Transformation: The Case of China." COMPARATIVE POLITICS, 4 (April 1972), 361-86.
China attempted to provide skilled workers for rural areas and to counteract urban unemployment by its rustication program.

2354. Dreyer, June Teufel. "Go West Young Han: The Hsia Fang Movement to China's Minority Areas." PACIFIC AFFAIRS, 48, 3 (1975), 353-69.
Effects of sending nearly ten million educated urban youth to rural areas. Many of them became leading teachers, doctors, and administrators in minority areas.

2355. Ho, Li-chun. "Now I Feel at Home in the Forest." CHINA RECONSTRUCTS, 24, 7 (July 1975), 11-13.
Senior high school graduate recounts his adjustment to commune work.

2356. "The Hsia Fang Movement." Quarterly Chronicle and Documentation. CHINA QUARTERLY, 38 (April-June 1969), 177-79.
Campaign to send Red Guards and other former students and intellectuals to do manual work in rural areas. Parents urged their Red Guard children to do farm work.

2357. Keh, Yang. "A Comment on the 'Up-To-The-Hills and Down-To-The-Farms' Movement of China's Intellectuals." STUDIES, CHINESE COMMUNIST AFFAIRS MONTHLY, 5, 5 (1971), 87-106.

The unwilling resettlement of intellectuals and students in rural communes may provide needed labor but hinders technical education and research. Refugees fleeing to Hong Kong illustrate its unpopularity.

2358. London, Marian, and Ivan D. London. "China's Lost Generation: The Fate of the Red Guards Since 1968." SATURDAY REVIEW/WORLD, 30 (1974), 12-15, 18-19.

Student refugees from China said that in 1968 central authorities ordered Red Guard students back to school. Local propaganda teams intervened and instead sent students to work in rural areas.

2359. Mathews, Jay. "Chinese Youths Abandon Farms, Riot in Shanghai over Jobs." WASHINGTON POST, February 10, 1979, p. A16.

Riots and other disturbances by Shanghai young people unemployed after frustrating years of rural work assignments forced official policy changes toward easier rural jobs and more city assignments.

2360. "New Commune Members on Maochiashan Hill." CHINA RECONSTRUCTS, 23, 10 (October 1974), 32-39.

Thirty Tientsin secondary school graduates' lives are described five years after being resettled in a Shansi mountain village.

2361. Nieh, Chun-lin. "We'll Take Good Care of Them." CHINA RECONSTRUCTS, 24, 7 (July 1975), 9-11.

Commune member tells what was done to aid urban students in adjusting to rural life.

2362. Price, Ronald F. "China--in Search of an Anti-City Education." THE WORLD YEAR BOOK OF EDUCATION 1970; EDUCATION IN CITIES. Edited by Joseph A. Lauwerys and David G. Scanlon. New York: Harcourt, Brace and World, 1970.

Effort to send urban youth, unemployed and overcrowded, to do needed agricultural work in rural areas. Sections on rural change, urban attraction, unemployment, and halting urban expansion.

2363. Prybyla, Jan S. "Hsia-fang: The Economics and Politics of Rustication in China." PACIFIC AFFAIRS, 48, 2 (Summer 1975), 153-72.

Rustication of urban youth during the Cultural Revolution, accomplished through educational conditioning and peer pressure, served many political and economic functions. But it created immense psychological tension among the educated young people.

2364. "The Road for China's School Graduates." CHINA RECONSTRUCTS, 24, 7 (July 1975), 2-8.

Account of urban secondary school graduates settling in rural areas to work.

2365. Scharping, T. "UMSIEDLUNGSPROGRAMME FÜR CHINAS JUGEND 1955-1980. PROBLEME DER STADTLAND-BEZIEHUNGEN IN DER CHINESISCHEN ENTWICKLUNGSPOLITIK" (Resettlement Programme for China's Youth 1955-1980. Problems of Urban-Rural Relations in Chinese Development Policy). MITTEILUNGEN, INSTITUTS FÜR ASIENKUNDE, 120 (1981), 1-575. In German.

China's 25-year experience in moving millions of young people to the countryside is compared with similar measures in other developing countries.

2366. Seybolt, Peter J., ed. "Up to the Mountains and Down to the Countryside." CHINESE EDUCATION, 8, 2 (Summer 1975), 1-89; 8, 3 (Fall 1975), 1-47.

On the eight million urban youth sent to work in rural areas (rustication program) after 1968 for ideological and economic reasons. Two million returned to towns for further schooling or factory work; the rest settled permanently in agricultural communes. Articles deal with adjustment problems and discontent among youth and peasants.

2367. Sheringham, Michael. "Open-Door Schooling." CHINA NOW, 102 (May-June 1982), 19-21.

British teacher of English at Peking University, 1972-78, reflects on his move with a small university class to the countryside to learn from the peasants.

2368. Teiwes, Frederick C. "The Assignment of University Graduates in China, 1974." CHINA QUARTERLY, 62 (June 1975), 308-9.

Job assignments for 1974 university graduates sent "rusticated" urban youth into bureaucratic departments and worker graduates to administrative posts in factories.

2369. "Twelve Million School Graduates Settle in the Countryside." PEKING REVIEW, 19, 2 (January 9, 1976), 11-13.

Urban youth sent to the countryside learn rural ways and sometimes make useful contributions.

2370. Wang, Hsüeh-wen. "The Ideological Trends of the Youths in Mainland China." ISSUES AND STUDIES, 10, 4 (January 1974), 43-53.

Antagonism between youth and Communist authorities was greatest among those educated city dwellers sent to the rural areas in the rustication program.

2371. Wang, Hsüeh-wen. "A Study of the Rustication of Youth on the Chinese Mainland." ISSUES AND STUDIES, 7, 4 (1971), 84-95.

Program to send urban youths to rural areas was never voluntary. Mistreatment led many to flee to the cities during the Cultural Revolution chaos, creating great discontent that threatened the regime.

2372. Wen, Chung-kuo. "The Rustication Policy and Youth Movements in Mainland China." ISSUES AND STUDIES, 17, 1 (1981), 53-71.

Background aims, results, and difficulties of the rustication program. Educated youth especially became alienated and rebellious, threatening to create popular unrest.

2373. "Youth." Quarterly Chronicle and Documentation. CHINA QUARTERLY, 26 (April-June 1966), 213-14.

Because cities do not have enough school places or jobs for unskilled youths, they must be sent to rural communes to work and to narrow the gap between mental and physical work.

See also Chapter 71, YOUTH: ORGANIZATIONS, PROBLEMS, CRIME.

Chapter 54

SCIENCE AND TECHNOLOGY

2374. Abarbanel, Henry. "The New China Hands—American Scientists Visit the People's Republic." ENGINEERING AND SCIENCE, 37 (February 1974), 14-28.
Visits to science facilities were uninformative; intense social pressure and lack of privacy were incompatible with U.S. standards.

2375. Antipovsky, A. "Peking's Science Policy." FAR EASTERN AFFAIRS, 2 (1979), 120-31.
China's rejection of the U.S.S.R.'s socialist model of science policy was a costly mistake. Mao's successors, reversing his policy, are following more progressive socialist lines.

2376. "Association of Chinese and American Engineers Formed at Peking." MILLARD'S REVIEW, 11 (December 6, 1919), 47.
Many engineers were trained in the U.S.

2377. Avveduto, Saverio. "ISTRUZIONE E SCIENZA IN CINA NEL CLIMA DELLA RESTAURAZIONE" (Instruction and Science in China in the Climate of Restoration). LA CRITICA SOCIOLOGICA, 49 (March 1979), 13-25. In Italian.
Science teaching is modeled on earlier Western programs. Research aimed at economic growth and agricultural development has set aside as inappropriate such Western emphases as computer sciences and nuclear energy.

2378. Baark, Erik, and Aant Elzinga. "Rebirth of the Science of Science in China." SCIENCE OF SCIENCE, 2, 3-4 (1981), 243-60.

After Mao's death, the history and philosophy of science as an academic field became less crudely propagandistic and more open to foreign influences. The need for a conceptual basis for science and technology planning was officially stressed.

2379. Benn, Anthony W. "China—Land of Struggle, Criticism, and Transformation." NEW SCIENTIST, 53 (January 6, 1972), 10-12.

Effect of the Cultural Revolution on scientific institutions, including the Chinese Academy of Sciences; use of researchers to do manual labor and applied studies; and linking schools and universities with production.

2380. Bennett, Adrian A. JOHN FRYER: THE INTRODUCTION OF WESTERN SCIENCE AND TECHNOLOGY INTO NINETEENTH-CENTURY CHINA. Cambridge, MA: Harvard University Press, 1967.

John Fryer's involvement with the Chinese scientific community.

2381. Berberet, John A. "Science and Technology." CHINA: A HANDBOOK. Edited by Yuan-li Wu. New York: Praeger, 1973, pp. 633-55.

History of technology and science in China. Analyzes scientific and technological manpower and training policies. Includes annotated bibliography.

2382. Berberet, John A. "Science and Technology in China." CURRENT SCENE, 10 (September 1972), 12-16.

Describes the organizational structure for science and technology.

2383. Berberet, John A. SCIENCE AND TECHNOLOGY IN COMMUNIST CHINA. RESEARCH MEMORANDUM RM 60TMP-72. Santa Barbara, CA: Technical Military Planning Operation, General Electric Co., 1960.

"The Chinese Educational System" and "Science and Technology in the Chinese People's Republic" chapters analyzed the trained manpower resources developed, 1950-60. Concluded that China could not in the 1960s attain par with the U.S. in high-level scientists and engineers. The teacher shortage was the greatest shortcoming of elementary and secondary education. Many students were forced to leave school early to help meet production demands.

2384. Berner, Boel. CHINA'S SCIENCE THROUGH VISITORS' EYES. Lund, Sweden: Research Policy Program, 1975.
Scientists questioned after visiting China about the applicability of China's science methods to other countries thought China offered a useful general model in science for developing but not for developed countries.

2385. Biggerstaff, Knight. "Shanghai Polytechnic Institution and Reading Room: An Attempt to Introduce Western Science and Technology to the Chinese." PACIFIC HISTORICAL REVIEW, 25, 2 (May 1956), 127-49.
The Shanghai Polytechnic, supported by interested foreigners and progressive Chinese to bring scientific knowledge to China, had limited success.

2386. Blasković, Dionýz. "RAST VEDECKÉHO ŽIVOTA V L'UDOVEJ CÍNÉ" (The Growth of Scientific Life in the People's Republic of China). NAŠA VEDA, 1, 2 (1954), 35-40; 1, 3 (1954), 68-72. In Czech.

2387. Brawne, Michael, and Stephan Schwarz. DEVELOPMENT OF THE INSTITUTE OF SCIENTIFIC AND TECHNICAL INFORMATION OF CHINA (ISTIC). REPORT PREPARED FOR THE GOVERNMENT OF THE PEOPLE'S REPUBLIC OF CHINA BY THE UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION (UNESCO). Paris: UNESCO, 1981.
Two UNESCO consultants who, at China's request, observed the Institute of Scientific and Technical Information of China (ISTIC), offered recommendations, plans for computer use, and cited problems and proposals regarding buildings.

2388. "British Sinologist, Author Needham Visits Taipei." THE FREE CHINA JOURNAL, 1, 38 (September 23, 1984), 1.

Joseph Needham, author of SCIENCE AND CIVILIZATION IN CHINA, six volumes completed, said that China was the first to implement many important medical ideas and practices. Emperor Hsiao-Wen in 493 A.D. established the first medical school in recorded history.

2389. Brown, Shannon R. "The Ewo Filature: A Study in the Transfer of Technology to China in the 19th Century." TECHNOLOGY AND CULTURE, 20, 3 (July 1979), 550-68.

Failure of the Ewo filature, early attempt to introduce modern Western technology, showed the strength of political resistance by leaders who were not interested in foreign technology.

2390. Buck, Peter. AMERICAN SCIENCE AND MODERN CHINA, 1876-1936. Cambridge, England: Cambridge University Press, 1980.

Missionary and other U.S. philanthropical influences on China's study of modern science. Influence of China's Science Society whose journal long publicized scientific ideas and developments.

2391. Buck, Peter. "Order and Control: The Scientific Method in China and the United States." SOCIAL STUDIES OF SCIENCE, 5, 3 (1975), 237-68.

U.S.-trained Chinese scientists viewed the scientific method as an ideological basis for discrediting China's old culture and providing new values and meaning for China's modernization.

2392. Bugliarello, George. "Impressions of the People's Republic of China, Engineering Education." MECHANICAL ENGINEERING, 97 (April 1975), 28-29.

Argues that progress will be hampered by ideological conformity and practical orientation of engineering education.

2393. BULLETIN OF THE ATOMIC SCIENTISTS, ed. CHINA AFTER THE CULTURAL REVOLUTION. New York: Random House, 1969.

The status of science and technology (see entry 2524 by C.H. G. Oldham) and the Cultural Revolution's isolationist science policy (see entry 2482 by John M.H. Lindbeck) are important topics. Other papers are on the political struggle and the economy.

2394. Chai, Trong R. "The Chinese Academy of Sciences in the Cultural Revolution: A Test of the 'Red and Expert' Concept." JOURNAL OF POLITICS, 43, 4 (November 1981), 1215-29.

Analyzes the "red and expert" political attacks on Chinese Academy of Sciences members, 1966-69.

2395. Chambers, David Wade. RED AND EXPERT: A CASE STUDY OF CHINESE SCIENCE IN THE CULTURAL REVOLUTION. Waurn Ponds, Victoria, Australia: Deakin University, 1979.

Writings, many by distinguished scholars (Joseph Needham, John King Fairbank, Peter Buck), review the history of science and the tension over science policy since 1949 between those who favor "redness" and others who favor "expertness" as the route to economic development.

2396. Chambers, David Wade, and Rachel Faggetter. "Out of the Ivory Pagoda and into the Commune: The Popularization of Science in China." SCIENCE FORUM, 10, 1 (February 1977), 33-36.

Science during the Cultural Revolution allowed workers and peasants to help set priorities. Research sought solutions to local problems. Health sciences used paramedical persons and traditional herbalists as well as modern medicine. The goal was to popularize science and to permit scientists to learn from working people.

2397. Chang, Tsai-yü. "MIN-TSU LING-HSIU K'O-HSÜEH SSU-HSIANG TI YEN-CHIU" (A Study of National Leader Generalissimo Jiang Jieshi's [Chiang Kai-shek] Scientific

Thoughts). BULLETIN OF NATIONAL TAIWAN NORMAL UNIVERSITY, 24 (1979), 1-41. In Chinese.

Chiang Kai-shek, realizing that China needed scientific and technological knowledge to become a strong, modern state, urged that schools and universities teach science and instill a spirit of inquiry to advance industrialization.

2398. Chatley, Herbert. "Technical Education in China." JOURNAL OF THE ROYAL SOCIETY OF ARTS, 61, 3164 (July 11, 1913), 817-19.

Technical education, begun modestly in the 1880s, expanded by the early 1900s, when mining and railway engineers were trained in Pei-Yang University and T'ang Shan Engineering College, both in north China. By 1913 navigation and naval architecture were taught at Wu-sung, near Shanghai, and several other universities were teaching general science.

2399. Cheatham, Thomas E., Jr. et al. "Computing in China: A Travel Report." SCIENCE, 182 (October 12, 1973), 134-40.

Found computers used almost entirely for scientific and engineering calculations.

2400. Ch'en, Cheng. "The Fate of Scientists in Mainland China." ISSUES AND STUDIES, 9, 11 (1973), 15-30.

Recriminations against scientists resulted when they infuriated Mao in a June 1957 joint article in KWANG MING DAILY concerning the low status of intellectuals. Again in 1972 Maoists called for "re-education" of scientific personnel.

2401. Chen, Theodore H.E. "Science, Scientists, and Politics." SCIENCES IN COMMUNIST CHINA: A SYMPOSIUM PRESENTED AT THE NEW YORK MEETING OF THE AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE, DECEMBER 26-27, 1960. Edited by Sidney H. Gould. Washington, DC: American Association for the Advancement of Science, 1961, pp. 59-102.

Communists require all scientists to be "red experts," dedicated to serving the Party and free of bourgeois attitudes.

2402. Cheng, Chu-yüan. SCIENTIFIC AND ENGINEERING MANPOWER IN COMMUNIST CHINA—1949-1963. Washington, DC: Government Printing Office, 1965.

Policy and planning for scientific development; training programs, employment and utilization of scientists and engineers in developing scientific and technical manpower; and role of Western-trained scientists, engineers, and social scientists. Appraises scientific training, the effects of economic growth and military strength, weaknesses in training and utilization of scientific manpower, and factors influencing development. Appendix of 1,206 prominent Chinese scientists and engineers.

2403. Cheng, Chu-yüan. "Scientific and Engineering Manpower in Communist China." U.S. Congress. Joint Economic Committee. AN ECONOMIC PROFILE OF MAINLAND CHINA. Vol. 2. Washington, DC: Government Printing Office, 1968, pp. 519-47.

With the increased training and employment of scientists and engineers, 1949-64, weaknesses resulted from "redness" over "expertness" tensions and overspecialization.

2404. Chi, Wang. "Scientific Research Institutes in China." PROFESSIONAL MANPOWER AND EDUCATION IN COMMUNIST CHINA. Edited by Leo A. Orleans. Washington, DC: National Science Foundation, 1961, pp. 240-47.

A list of institutes and other institutions affiliated with the Chinese Academy of Sciences, the Academy of Medical Sciences, and the Academy of Agricultural Sciences.

2405. Ch'iu, Shih-chih. "Communist China's Science Work in 1966." COMMUNIST CHINA, 1966. Vol. 2. Edited by Union Research Institute. Hong Kong: Union Research Institute, 1968, pp. 151-70.

2406. Ch'iu, Shih-chih. "Communist China's Work of Scientific Research in 1965." COMMUNIST CHINA, 1965. Vol. 2. Edited by Union Research Institute. Hong Kong: Union Research Institute, 1967, pp. 208-29.

2407. Ch'iu, Shih-chih. "Scientific and Technological Development." COMMUNIST CHINA, 1964. Vol. 1. Edited by Union Research Institute. Hong Kong: Union Research Institute, 1965, pp. 172-210.

Ideological struggle during the Great Leap Forward limited scientific and technological research while emphasizing practical application toward modernizing agriculture.

2408. Chow, Kao Liang. "Brain Research in China." BRAIN RESEARCH, 57, 2 (1973), 34-37.

Eyewitness account of research projects at Peking University and the Institute of Physiology.

2409. Chu, Chauncey C. "Is the Language Responsible for the Lack of Science (or Certain Patterns of Thinking) in Chinese Civilization? A Linguist's View." Paper presented at the Southeastern Conference on Linguistics, Knoxville, TN, April 1978. ERIC ED 155 918.

Contradicts the supposition that the Chinese language is inadequate for science or other thought processes.

2410. Chu, Cochin. "The Development of Science and Technology in New China." SCIENTIFIC WORLD, 4, 3-4 (1960), 16-22.

Vice president, Chinese Academy of Sciences, praises scientific and technological accomplishments, 1949-59, particularly in water conservation, sanitation, housing, electrification, and in agricultural and industrial output.

2411. Chu, Cochin. "Science in New China." CULTURE AND EDUCATION IN NEW CHINA. Peking: Foreign Languages Press, 1951, pp. 63-72.

Vice-President of China's Academy of Sciences reviews the growth of modern science from the 1916 founding of the Geological Survey and says that pre-1949 scientists lacked concern for people's needs. Cites plans to expand science education at all school levels.

2412. Chyu, Li-ho. "FU-CHOU CHUAN CHÊNG HSÜEH TANG" (The First Technical College in Modern China). SHIH TA

HSUEH-PAO (BULLETIN OF THE NATIONAL TAIWAN NORMAL UNIVERSITY), 13 (1968), 255-67. In Chinese.

Describes first vocational school, opened as part of the Foochow Shipyard (established in 1866), its site and buildings, foreign instructors, and curriculum.

2413. Conroy, Richard. "Recent Issues and Trends in Chinese Policy Towards Science and Technology." AUSTRALIAN JOURNAL OF CHINESE AFFAIRS, 6 (1981), 171-83.

Lack of adequately trained management personnel was a problem as China sought economic development after the Cultural Revolution.

2414. Corning, Gerald. "An Aeronautical Visit to China." ASTRONAUTICS AND AERONAUTICS, 12, 4 (April 1974), 16-19.

Report on the Peking Aeronautical Institute, leading aeronautical engineering college in China.

2415. Council of International Affairs, Chungking. "The Academia Sinica." THE CHINESE YEAR BOOK 1944-1945. Shanghai: Chinese Daily Tribune Publishing Co. [1944], pp. 795-810.

The Academia's 14 institutes, much handicapped by war, were scattered mainly in Szechuen province though administered from Chungking. Though not yet fully organized, the Institutes of Mathematics and Physical Anthropology had published research papers, many of them abroad.

2416. "CPC Central Committee Circular on Holding National Science Conference (September 18, 1977)." PEKING REVIEW, 20, 40 (September 30, 1977), 6-12.

Plans and reasons for a national science conference in spring 1978.

2417. Crombie, Alistair Cameron, ed. SCIENTIFIC CHANGE: HISTORICAL STUDIES IN THE INTELLECTUAL, SOCIAL AND TECHNICAL CONDITIONS FOR SCIENTIFIC DISCOVERY AND TECHNICAL INVENTION, FROM ANTIQUITY TO THE PRESENT. New York: Basic Books, 1963.

Among essays on the world history of science is "Poverties and Triumphs of the Chinese Scientific Tradition" by Joseph Needham.

2418. Cunningham, R.G. "Science and Technology Education: Mao's Priorities, Policies, and Results." JOURNAL OF GENERAL EDUCATION, 26, 3 (Fall 1974), 249-56.
Science and technology education is subordinated to the practical and political concerns of elementary education and public health.

2419. Dawson, Raymond S., ed. THE LEGACY OF CHINA. Toronto: Oxford University Press, 1964.
Articles include Joseph Needham, "Science and China's Influence on the World."

2420. Dean, Genevieve C. "China's Technological Development." NEW SCIENTIST, 47 (May 18, 1972), 371-73.
The Cultural Revolution's anti-education policies were valid because they attacked a useless elitism in a poor country where a simple technological base could serve most needs.

2421. Dean, Genevieve C. "Science and the Thought of Chairman Mao." NEW SCIENTIST, 45 (February 12, 1970), 298-99.
Mao's ideological drive during the Cultural Revolution to harness science and technology for national needs.

2422. Dean, Genevieve C. "Science, Technology and Development: China as a 'Case Study.'" CHINA QUARTERLY, 51 (July-September 1972), 520-34.
The Cultural Revolution shifted scientific research to applied rather than theoretical emphasis.

2423. Dean, Genevieve C., and Manfredo Macioti. "Scientific Institutions in China." MINERVA, 11 (July 1973), 318-34.
Science policy before and after 1949. Despite the Cultural Revolution, science has aided agricultural and industrial development.

2424. Donnothorne, Audrey. CHINA'S ECONOMIC SYSTEM. London: George Allen and Unwin, 1967.

References to technical manpower, innovations, standards, organization of industrial and academic research, science and scientific personnel, and the organization of science.

2425. Dye, Daniel Sheets. "Chinese Scientific Progress." WARTIME CHINA AS SEEN BY WESTERNERS. Chungking: China Publishing Co., 1944, pp. 165-72.

Examples of scientific research underway in west China despite Japanese occupation and war.

2426. "Earthquake-Prediction Studies in China." PHYSICS TODAY, 29 (April 1974), 19.

Geophysical and seismic research at three Science Academy institutes.

2427. "Earthquake Research in China." EOS, 56 (November 1975), 838-81.

U.S. delegation of seismologists in 1974 visited universities and institutes to observe seismological studies in progress.

2428. Edmunds, Charles Keyser. SCIENCE AMONG THE CHINESE: SOME ASPECTS OF THE CHINESE CONCEPTION OF THE UNIVERSE AS COMPARED WITH MODERN SCIENTIFIC KNOWLEDGE. Shanghai: North China Daily News, 1911.

Examines early scientific knowledge in China. Concludes that the absence of the inductive method, the "spirit of inaccuracy," and the lack of mathematical knowledge or method caused China's weakness in modern science.

2429. Eitel, Ernest John. FENG-SHUI; OR, THE RUDIMENTS OF NATURAL SCIENCE IN CHINA. Hong Kong: Lane, Crawford, 1873. Reprint. Bristol, England: Pentacle, 1979.

FENG-SHUI, defined as the science of wind and water, was the traditional way of viewing the environment. Emotional rather than scientific, it was an essential part of ancestor worship.

2430. Eitner, Hans-Jürgen. ERZIEHUNG UND WISSENSCHAFT IN DER VOLKSREPUBLIK CHINA, 1949 BIS 1963: DOKUMENTATION UND ANALYSE (EDUCATION AND SCIENCE IN THE PEOPLE'S REPUBLIC OF CHINA, 1949-1963: DOCUMENTS AND ANALYSIS). Essen-Bredeney, Germany: Gesprachskreis Wissenschaft und Wirtschaft, 1964. In German.

2431. Elman, Benjamin A. "HSÜEH-HAI T'ANG YÜ KUANG-CHOU HSIN-HSÜEH P'AI TI HSING-CH'I" (The HSÜEH-HAI T'ANG and the Rise of New Text Scholarship in Canton). CH'ING-SHIH WEN-T'I (PROBLEMS IN THE HISTORY OF THE CH'ING DYNASTY), 4, 2 (1979), 51-82. In Chinese.

Juan Yüan prepared for China's confrontation with the West by redirecting education to the classics and history at the Sea of Learning Hall which he founded in Canton, 1820. The curriculum stressed astronomy, mathematics, and applied studies.

2432. Elvin, Mark. THE PATTERN OF THE CHINESE PAST. London: Eyre Methuen, 1973.

Because of its stability, twelfth century China was the most technically advanced nation. But this fact failed to stimulate an industrial revolution comparable to that in Europe. After 1350, farming and water transport traditions were so perfected that there was no incentive or scope for further technological improvements.

2433. Esposito, Bruce John. "The Cultural Revolution and China's Scientific Establishment." CURRENT SCIENCE, 12 (April 1974), 5-12.

The Cultural Revolution changed the scientific establishment by streamlining and decentralizing it and by shifting research emphasis to the "creative power of the masses."

2434. Esposito, Bruce John. "The Cultural Revolution and Science Policy and Development in Mainland China." FAR EAST COURIER, 48 (1971), 114-22. In French.

2435. Esposito, Bruce John. "Science in Mainland China." BULLETIN OF THE ATOMIC SCIENTISTS, 28 (January 1972), 36-40.

Believes that Western news media exaggerated chaos wrought on science by the Cultural Revolution, although some damage occurred.

2436. Esposito, Bruce John. "Science in Mainland China." SCIENCE AND PUBLIC AFAIRS, 28, 1 (1972), 36-40.

Detrimental and disruptive effect of the Cultural Revolution on scientific development, 1966-1970.

2437. Fairbank, John King et al. "The Influence of Modern Western Science and Technology on Japan and China." EXPLORATIONS IN ENTREPRENEURIAL HISTORY, 7 (April 1955), 189-204.

2438. Fang, Yi. "On the Situation in China's Science and Education." PEKING REVIEW, 21, 2 (January 13, 1978), 15-19.

On the need to restore science and education in the wake of the Cultural Revolution and the "Gang of Four."

2439. Fisher, Arthur. "The Roots of Science in Ancient China." MOSAIC, 13, 2 (March-April 1982), 9-15.

Since the 1940s Cambridge University scientist Joseph Needham has inquired into why Chinese science, which once far surpassed Western science, fell behind. Eleven books have appeared. A deterrent to China's modern science, he contends, was that a merchant class did not appear; their emergence was stifled by bureaucratic feudalism. In the West, early merchants, needing to quantify everything, opened the way for mathematics, on which modern science rests.

2440. Fitzgerald, Anne, and Charles P. Slichter, eds. SOLID STATE PHYSICS IN THE PEOPLE'S REPUBLIC OF CHINA. Washington, DC: National Academy of Sciences, 1976. ERIC ED 136 789.

U.S. solid state physicists found in 1975 that applied research at universities was being transferred to factories.

2441. Furth, Charlotte. TING WEN-CHIANG: SCIENCE AND CHINA'S NEW CULTURE. Cambridge, MA: Harvard University Press, 1970.

Biography of Ting—official, journalist, businessman, polemicist, and educator—a leader of the Peking academic establishment in the 1920s and 1930s and an important personality of the 'new culture' movement. A geologist by profession, Ting "struggled to understand modern science and its impact upon the old Chinese intellectual order."

2442. Godement, François. "Science and Technology Training and China's Needs: Problems and Issues." SCIENCE AND TECHNOLOGY IN THE PEOPLE'S REPUBLIC OF CHINA. Paris: Organization for Economic Cooperation and Development, 1977, pp. 131-39.

Chaotic enrollment policies caused quality of scientific training to suffer after 1949. The Cultural Revolution, fueled by the dream of universal education, lowered quality further. The response was to decentralize primary and lower secondary schooling and allow local authorities to provide management and funds.

2443. Gould, Sidney H., ed. SCIENCES IN COMMUNIST CHINA. A SYMPOSIUM PRESENTED AT THE NEW YORK MEETING OF THE AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE, DECEMBER 26-27, 1960. Washington, DC: American Association for the Advancement of Science, 1961.

Papers cover organization and development of science, science and politics, education and scientific manpower, anthropological science, progress in and teaching of agriculture, genetics, animal and plant breeding, physiology, pharmacology, medicine, public health, geography, geophysics, geology, meteorology, hydrology, oceanography, mathematics, nuclear physics, solid state physics, chemistry, astronomy, mining, metallurgy, electronics, electric engineering, civil and hydraulic engineering, mechanical engineering, and chemical engineering. See same articles by Betty Feinberg, John M. H. Lindbeck, Ralph W. Phillips and Leslie T.C. Kuo, C.C. Li, and William Y. Chen in CHINA

QUARTERLY, 6 (April-June 1961), 91-174. Reviewed by Gordon Sutherland in CHINA QUARTERLY, 14 (April 1963), 254-58.

2444. Han, Suyin. CHINA IN THE YEAR 2001. New York: Basic Books, 1967.

Chinese-born novelist writes favorably of the programs attempted by the Communists in science, development, research, education, and policy toward intellectuals.

2445. Heymann, Hans, Jr. "Acquisition and Diffusion of Technology in China." CHINA: A REASSESSMENT OF THE ECONOMY. Edited by the Joint Economic Committee, U.S. Congress. Washington, DC: Government Printing Office, 1975, pp. 678-729.

Wide swings in policy concerning acceptance or rejection of foreign technology. By 1974 China's modernization campaign, which included purchase of foreign technology, had such momentum that it could not be stopped. But past education policies so hampered the training of engineers and other skilled personnel that China's capacity to absorb such technology was slowed. The Cultural Revolution's attack on academic excellence and stress on mass education would have to be reversed.

2446. Hoshino, Yoshirō. BASIC PROBLEMS OF TECHNOLOGICAL INNOVATION. 2nd ed. Tokyo: Keizo Bookstore, 1969.

History and problems of Communist China in seeking technological innovations. Political education and thought reform of scientists, technicians, and other intellectuals hampered development.

2447. Hoshino, Yoshirō. "China's Technological Line During the Cultural Revolution." DEVELOPING ECONOMIES, 11, 1 (March 1973), 23-38.

The Cultural Revolution attacked technical specialization and stressed Mao's belief in the masses. Engineering colleges became work-study schools, the curriculum stressed industrial needs, and textbooks were rewritten to reflect ideology.

2448. Hoshino, Yoshirō. "China's Technological Line in the Great Proletarian Cultural Revolution." METALS MAGAZINE (June 1971), 64-78.

The Cultural Revolution brought changes in engineering colleges and engineering textbooks, which were revised to include Maoist ideology.

2449. Hsü, Immanuel C.Y. CHINA WITHOUT MAO: THE SEARCH FOR A NEW ORDER. New York: Oxford University Press, 1983.

A serious handicap to post-Mao modernization is lack of qualified manpower. About half of China's 1.8 million university graduates, 1949-66, were depleted by the Cultural Revolution. Those older scientists and engineers trained in the West and Japan before 1949, often ridiculed by Maoists, were estimated at no more than 60,000 in 1978. But the government's 88 key universities and overseas program for advanced study and research promised new talent. The Chinese Academy of Sciences encouraged basic research.

2450. Hsu, Robert C. "Mass Science in China." BULLETIN OF THE ATOMIC SCIENTISTS, 35, 2 (1979), 27-30.

Cultural Revolution stress on practical science for the people will continue because such science is a tool for modernization.

2451. Hua, Kuo-feng. "Raise the Scientific and Cultural Level of the Entire Chinese Nation (Speech at the National Science Conference on March 24, 1978)." PEKING REVIEW, 21, 13 (March 31, 1978), 6-14.

Hua urged a new policy for advancing science and culture.

2452. Huang, Lu. "Teenagers' After School Science Activities." BEIJING REVIEW, 26, 36 (September 1983), 21-25.

Extracurricular and other supplementary instruction opportunities in elementary and middle schools in basic science and technology have substantially improved students' abilities to learn by themselves.

2453. Huard, Pierre Alphonse. "PANORAMA DE LA SCIENCE CHINOISE ET DE QUELQUES-UNES DE SES DISCIPLINES" (Overview of Chinese Science and Some Scientific Disciplines). REVUE DE SYNTHÈSE, 77, 4 (October-December 1956), 419-518. In French.

2454. Huard, Pierre Alphonse, and Ming Wong. "ANALYSES DE LIVRES CHINOIS CONCERNANT L'HISTOIRE DES SCIENCES" (Reviews of Chinese Books Dealing With the History of Science). JANUS, 47, 4 (1958), 205-20. In French.

Reviews four articles in Chinese medical journals (1956-58) which are serious contributions to medical-historical literature despite their political propaganda.

2455. Huard, Pierre Alphonse, and Ming Wong. "LES ENQUÊTES FRANÇAISES SUR LA SCIENCE ET LA TECHNOLOGIE CHINOISE AU XVIII SIÈCLE" (French Inquiries into Chinese Science and Technology in the Eighteenth Century). BULLETIN DE L'ÉCOLE FRANÇAISE D'EXTRÊME-ORIENT, 53 (1966), 137-226. In French.

A bibliographical survey of science and technology, covering astronomy, mathematics, physics, meteorology, geography, ethnography, zoology, botany, medicine, agriculture, horticulture, architecture, military arts, ceramics, industry, metallurgy, music, textiles, and transport.

2456. Hurd, Paul DeHart. SCIENCE EDUCATION IN THE PEOPLE'S REPUBLIC OF CHINA. Washington, DC: Science Education Directorate, National Science Foundation, 1981.

China's first (1980-81) implementation of a national uniform science curriculum, including textbooks. Experiments and demonstrations, previously neglected, are stressed as ways to teach basic scientific concepts and theories, investigative skills, and abstract thinking. Elementary science, physics, chemistry, and biology are required, totaling 1,130 class periods during ten years of schooling, to hasten economic development.

2457. Ikle, F.C. THE GROWTH OF CHINA'S SCIENTIFIC AND TECHNICAL MANPOWER. Santa Monica, CA: Rand Corporation, 1957.

Study of future capability of the Communist educational system and expansion of its scientifically trained manpower. Covers elementary education and literacy, secondary education and technical training, higher education and research, the First Five-Year Plan compared with reported developments in education, and a comparison with education in India.

2458. "An Impressive Case on Early East-West Contacts: Dr. Needham Presents Numerous Indications of Ancient Links." FREE CHINA JOURNAL, 1, 39 (September 30, 1984), 1.

Joseph Needham, author of the multivolume SCIENCE AND CIVILIZATION IN CHINA, believes that intentional voyages from China across the Pacific were possible as early as the third century B.C. and that such visits to the Americas would explain striking similarities in art and culture of American Indians.

2459. Inglis, David R. "The Chinese Bombshell." BULLETIN OF THE ATOMIC SCIENTISTS, 21 (February 1965), 19-21.

Considers the Chinese bomb test an indication of the state of Chinese science and technology.

2460. Johnson, Suzanne. "China: East Meets Midwest." ILLINOIS: PERSPECTIVES ON THE UNIVERSITY OF ILLINOIS, 2, 3 (Summer 1984), 6-7.

University of Illinois scientific delegation's visit to China to begin formal exchange at the invitation of the Chinese Academy of Sciences and Fudan University.

2461. Kellogg, William W. et al. "Visit to the People's Republic of China: A Report from the A.M.S. Delegation." BULLETIN OF THE AMERICAN METEOROLOGICAL SOCIETY, 55 (November 1974), 1291-1330.

American Meteorological Society delegation discuss their scientific and other experiences and the status of meteorological scholarship.

2462. Klochko, Mikhail A. SOVIET SCIENTIST IN RED CHINA. New York: Praeger, 1964.

Firsthand experience with scientific research in various parts of China revealed that pervasive antiintellectualism and Party orthodoxy were great obstacles to scientific thought and study. Concluded that China after Mao would be ruled more sensibly and science allowed to develop.

2463. Koch, H. William. "People and Publishing in China." PHYSICS TODAY, 32, 8 (August 1979), 32-39.

American Institute of Physics director found (May 1979) that Chinese physicists, while competent in theoretical physics, were ill-prepared in experimental and applied physics. They study Western scientific journals, reprint many important research publications, and plan to publish their own research journals.

2464. Kojima, Reiitsu. "The Bearers of Science and Technology Have Changed." MODERN CHINA, 5, 2 (1979), 187-230.

Workers' technical schools begun during the Great Leap Forward waned in the early 1960s. But their resumed growth during the Cultural Revolution assured that many scientists and technicians would have strong working class ties.

2465. Kondō, Mitsuo. "SHINCHŌ KEISHI NI OKERU KAGAKU ISHIKI, TAI SHIN NO HOKKYOKU SENKI SHIYŪ KAI O CHŪSHIN TO SHITE" (Scientific Idea of the Classicists in the Ch'ing Dynasty). NIPPON CHŪGOKU GAKUKAIHŌ (BULLETIN OF THE SINOLOGICAL SOCIETY OF JAPAN), 4 (1952), 97-110. In Japanese.

Describes Tai Chen's writings on astronomy and mathematics.

2466. Kondō, Mitsuo. "TAI SHIN NO KŌKŌ KIZU NI TSUITE, KAGAKU SHISŌSHI TEKI KŌSATSU" (On Tai Chen's AN ILLUSTRATED STUDY OF PRACTICAL WORK). TŌHŌGAKŪ (EASTERN STUDIES), 11 (October 1955), 1-22. In Japanese.

Concludes that in his 1746 book Tai Chen was trying to find scientific laws and principles.

2467. Ku, Y.H. "The Development of Science in China." CHINESE CULTURE, 3, 4 (October 1961), 37-58.

Traces the history of Chinese scientific developments and shows China's contributions to scientific understanding in the West.

2468. Kuo, Mo-jo. "Springtime for Science." PEKING REVIEW, 21, 14 (April 7, 1978), 15-17.

Speech by the President of the Academy of Sciences at the 1978 National Science Conference.

2469. Kwei, Chi-ting. "The Status of Physics in China." AMERICAN JOURNAL OF PHYSICS, 12, 1 (February 1944), 13-18.

University physics instruction was begun by such physicists as Dr. K. F. Hu, Southeastern University, Nanking, around 1920. In the early 1930s, the Education Ministry began to standardize the physics curriculum. Japanese occupation and the consequent transfer inland of Chinese university instruction seriously hurt physics study. Postwar physics will continue under leadership of the government's Institute of Physics in Academia Sinica and National Academy of Peking as well as the Chinese Physical Society (in 1941 it had 281 members).

2470. Kwok, Daniel W.Y. SCIENTISM IN CHINESE THOUGHT, 1900-1950. Revised ed. New Haven, CT: Yale University Press, 1965.

Ideas about science of modern thinkers, among them non-scientists Wu Chih-hui (1865-1953), a philosophical materialist; Ch'en Tu-hsiu (1879-1942), a dialectical materialist; and Hu Shih (1891-1962), a pragmatist. Science, synonymous with modern civilization, alarmed traditional thinkers. From a 1923 debate in essays, science emerged stronger than before. Because many thinkers failed to distinguish between scientific laws and irrefutable dogmas, the way was paved for the Communist era.

2471. "LA FORMATION DES CADRES SCIENTIFIQUES ET TECHNIQUES EN RÉPUBLIQUE POPULAIRE DE CHINE

(1949-1963)" (Scientific and Technical Manpower Training in the People's Republic of China, 1949-1963). NOTES ET ÉTUDES DOCUMENTAIRES, 3576 (March 28, 1969), 5-50. In French.

2472. Lalkara, Rustam, and Mingyü Wu. MANAGING SCIENCE POLICY AND TECHNOLOGY ACQUISITION: STRATEGIES FOR CHINA AND A CHANGING WORLD. Dublin, Ireland: Tycooly International Publishing, 1984.

Conference papers: managing technology policy, training and the efficient utilization of research and development, and transfer of technology from abroad.

2473. Lampton, David M. "Report from China: Administration of the Pharmaceutical, Research, Public Health, and Population Bureaucracies." CHINA QUARTERLY, 74 (June 1978), 385-400.

Concluded after visiting research institutes in Shanghai and Peking that the Academy of Sciences dominated in formulation and administration of research policy. Found little coordination and communication among researchers in different institutes.

2474. Lee, Rensselaer W., III. "The Politics of Technology in Communist China." IDEOLOGY AND POLITICS IN CONTEMPORARY CHINA. Edited by Chalmers Johnson. Seattle: University of Washington Press, 1973, pp. 301-25.

Evolution of technological policies. Elaborates on Mao's belief that using innovative talent of the uneducated masses was the correct way to develop China's economy.

2475. Lee, S.M., ed. SCIENCE IN THE REPUBLIC OF CHINA. Vol. I. 2nd ed. Taipei: China Culture Publishing Foundation, 1956.

Articles on geography, history, physics, mathematics, electrical engineering, architecture, and economics deal with developments from 1912 to the late 1940s.

2476. Levy, Marion J., Jr. "Some Light on the Far East." WORLD POLITICS, 10, 3 (1958), 462-74.

Reviews the first two volumes of Joseph Needham's projected seven volume, SCIENCE AND CIVILIZATION IN CHINA (Cambridge, England: Cambridge University Press, 1954-1956), seen as written from a Marxist viewpoint. See entry 2505.

2477. Li, Chi-yen. "Natural Sciences in China." PEOPLE'S CHINA, 24 (December 16, 1957), 20-29.
Pre- and post-1949 activities in natural sciences.

2478. Li, Ts'ai. "My Views on How to Operate Intermediate Technical Schools Well." SURVEY OF CHINA MAINLAND PRESS, 4505 (September 29, 1969), 9-11.
Reflecting Maoist views, the author suggests that administrators and teachers for secondary technical schools can be drawn from workers and peasants and that secondary technical schools and technicians' schools can be combined and run jointly by factories and communes.

2479. "Life in the Academy of Sciences." CHINA NEWS ANALYSIS, 843 (June 4, 1971).
Entire issue discusses the Academy of Sciences during the Cultural Revolution as run by ignorant soldiers. Specialization and theoretical studies were discouraged.

2480. Lin, Zixin. "China's Scientific and Technical Information Work and Application of New Information Technology." 1982. 13 pp. Paper available from author, Institute of Scientific and Technical Information of China, P.O. Box 640, Beijing, People's Republic of China.
Report of Director of Institute of Scientific and Technical Information lists 43 national specialized information institutes, 28 provincial information institutes, and 219 other information units, as well as over 2,000 information clearinghouses and 134 periodicals published in information retrieval.

2481. Lindbeck, John Matthew Henry. "An Isolationist Science Policy." BULLETIN OF THE ATOMIC SCIENTISTS, 25, 2 (February 1969), 66-72.

China's exchanges and relations with other nations in science, technology, and education are reviewed historically from 1860. See entry 2393.

2482. Lindbeck, John Matthew Henry. "An Isolationist Science Policy." CHINA AFTER THE CULTURAL REVOLUTION. Edited by Richard Garratt Wilson, BULLETIN OF THE ATOMIC SCIENTISTS. New York: Random House, 1969, pp. 181-97.

Mao's call for self-sufficiency was a continuation of China's century-old isolationist scientific view. Even so, the post-1949 Communist school program is called "the greatest educational experiment in history." See entry 2393.

2483. Lindbeck, John Matthew Henry. "The Organization and Development of Science." CHINA UNDER MAO: A SELECTION OF ARTICLES FROM THE CHINA QUARTERLY. Edited by Roderick MacFarquhar. Cambridge, MA: MIT Press, 1966, pp. 333-67.

How the Communists built up China's small resources of scientists and science capabilities. Covers expansion in the 1950s, shortages, control of science, and organization of the Academy of Sciences.

2484. Lindbeck, John Matthew Henry. "Organization and Development of Science." SCIENCES IN COMMUNIST CHINA. Edited by Sidney Gould. Washington, DC: American Association for the Advancement of Science, 1961, pp. 3-58.

Concluded that Chinese science, 1949-1956, was backward and poorly funded but important to the regime as a tool for national development. The first decade saw much cooperation between Russian and Chinese scientists, but few Chinese scientists were able to influence the inner political circle. See entry 2443.

2485. Lofstedt, Jan-Ingvar. SCIENCE REQUIREMENTS IN THE PEOPLE'S REPUBLIC OF CHINA. Stockholm, Sweden: Institute of International Education, University of Stockholm, 1982.

Examines the teaching of mathematics, physics, and chemistry in senior secondary schools as reflected in sample textbooks and in the National University Entrance Examinations. Author wants to see if what is taught corresponds to present needs and also if teaching resources are sufficient.

2486. Lu, Jichuan. "The Dissemination of Darwin's Theory of Evolution in China." ACTA ZOOLOGICA SINICA, 24, 3 (1978), 292-306.

Darwinian evolution, introduced into China about 1898, was seen by intellectuals as a weapon for democracy, progress, and science. Darwin's works were further published in China during and in aid of the revolutionary May 4 Movement (1919).

2487. Lubkin, Gloria B. "Physics in China." PHYSICS TODAY, 25, 12 (December 1972), 23-28.

Describes the physics program at three leading universities as well as several major research institutes, observed by U.S. physicists in 1971-72.

2488. MacCallum, Elizabeth. "China's Scientists Elated by 'Normalization.'" CHRONICLE OF HIGHER EDUCATION, 17, 17 (January 8, 1979), 5.

Normalization of U.S.-Chinese relations caused elated Chinese scientists to begin planning how the breakthrough could speed up their research, thus benefiting modernization.

2489. McFarlane, Bruce. "Mao's Game Plan for China's Industrial Development." INNOVATION, 23 (August 1971), 2-13.

Economic development will depend on the effect of the Cultural Revolution on education and other institutions, growth factors, the ability to purchase foreign technology, and China's emphasis on human motivation.

2490. Macioti, Manfredo. "Hands of the Chinese." NEW SCIENTIST AND SCIENCE JOURNAL, 50 (June 10, 1971), 636-39.

Compares the position of China with the rest of the world in culture, education, and science, as well as in four advanced technologies: nuclear weapons, missiles, jet aircraft, and computers.

2491. Macioti, Manfredo. "LA RICERCA A PIEDI NUDI (SCIENZA E TECNICA NELLA REPUBBLICA POPOLARE CINESE" (Research on the Barefoot People (Science and Technology in the People's Republic of China)). LA CRITICA SOCIOLOGICA, 49 (March 1979), 63-69. In Italian.

Success of China's plan to follow Japan's model of development depends on the people's continuing positive attitude and the cooperation of Western industry.

2492. Macioti, Manfredo. "The P.R. China: A Technological Power in the Making." ASIA QUARTERLY, 4 (1979), 327-44.

Describes scientific and technological achievements: nuclear physics, aeronautics, computers, energy, metals, machine tools, transport, petrochemicals, agriculture, telecommunications, and medical research. Praises extension of literacy and elementary education opportunities.

2493. Maru, R. RESEARCH AND DEVELOPMENT IN INDIA AND CHINA: A COMPARATIVE ANALYSIS OF RESEARCH STATISTICS AND RESEARCH EFFORT. Lund, Sweden: Research Policy Program, 1969.

Comparison of the research and development statistics (both official and those estimated by individual scholars) of China and India, with respect to expenditures and skilled manpower.

2494. Mei, Y.P. "Science Education in China's Northwest." CHINA QUARTERLY, 5 (Winter 1939-Autumn 1940), 429-32.

Efforts to improve science education in the remote northwest. Describes projects of the Kansu Science Education Institute which opened in 1939 supported by the British board for administration of indemnity funds.

2495. Mendelssohn, Kurt. "Science in China." NATURE, 215, 5096 (July 1, 1967), 10-12.

Science and technology developments in China, seemingly linked to political development, were notable during three visits.

2496. Mendelssohn, Kurt. "Science in China." NEW SCIENTIST, 8, 208 (November 10, 1960), 1261-63.

Inadequate laboratories and practical needs hinder science education in a poor country still struggling with language problems and other handicaps.

2497. Miyake, Kouji. "Analytical Thinking of Confucianism in Japan and China." JAPANESE STUDIES IN THE HISTORY OF SCIENCE, 16 (1977), 109-11.

Why, despite apparent cultural similarities, Japan and China reacted in different ways to the introduction of Western scientific knowledge.

2498. Nakayama, Shigeru. "Science and Technology in China." HALF THE WORLD: THE HISTORY AND CULTURE OF CHINA AND JAPAN. Edited by Arnold Toynbee. New York: Holt, Rinehart and Winston, 1973, pp. 141-50.

History of intellectual life, the Confucian influence, academic tradition, foreign influence, and the arrival of Western science first with the Jesuits who educated princes and with the nineteenth-century Western powers, including Protestants, whose schools were for commoners.

2499. Needham, Joseph. CHINESE SCIENCE. London: Pilot Press, 1945.

State of science and technology in 1943 by regions: Szechuan, the heart of Free China; the Northwest, Shenshi and Kansu; the Southeast, Kuangsi, Kuangtung, Chiangsi, and Fukien; and the Southwest, Kweichow and Yunnan.

2500. Needham, Joseph. "Chinese Science Revisited (1 and 2)." NATURE, 171 (February 7, 1953), 237-39; 171 (February 14, 1953), 283-85.

British scientist after 1952 visit describes the Chinese National Academy, various universities, and programs in public health and research.

2501. Needham, Joseph. CLERKS AND CRAFTSMEN IN CHINA AND THE WEST: LECTURES AND ADDRESSES ON THE

HISTORY OF SCIENCE AND TECHNOLOGY. Cambridge, England: Cambridge University Press, 1970.

Lectures by author of the multivolume SCIENCE AND CIVILIZATION IN CHINA includes astronomy in classical China, the unity of science, Central Asia and the history of science and technology, the Chinese contribution to science and technology, the translation of old Chinese scientific and technical texts, China and the origin of qualifying examinations in medicine, and the roles of Europe and China in the evolution of ecumenical science.

2502. Needham, Joseph. THE GRAND TITRATION: SCIENCE AND SOCIETY IN EAST AND WEST. London: Allen and Unwin, 1969.

Chinese and Western science compared, the influence of the former on the latter, and the relation of science to society in China.

2503. Needham, Joseph. "History and Human Values: A Chinese Perspective for World Science and Technology." CENTENNIAL REVIEW, 20, 1 (Winter 1976), 1-35.

Contemporary Chinese science, though not different from that of the West, is influenced by a sharply different tradition that recognized man as part of an organism far greater that himself.

2504. Needham, Joseph. "History and Human Values: A Chinese Perspective for World Science and Technology." PHILOSOPHY AND SOCIAL ACTION, 2, 1-2 (January-June 1976), 1-33.

Chinese thought offers a corrective for the West's penchant to let technology control life. Chinese beliefs that harmony is life's goal, that nature is good, and that ethical values are internally generated also imply that human beings should control technology.

2505. Needham, Joseph. SCIENCE AND CIVILIZATION IN CHINA. 6 Vols. Cambridge, England: Cambridge University Press, 1954-.

Important series on Chinese science. Vol. 1: language, intellectual development, and cultural advancement of each dynasty; Vol. 2: History of Scientific Thought; Vol. 3: Mathematics and the Sciences of Heavens and the Earth; Vol. 4: Physics and Physical Technology; Vol. 5: Chemistry and Chemical Technology; Vol. 6: Biology and Biological Technology. See also Joseph Needham, THE SHORTER SCIENCE AND CIVILIZATION IN CHINA: AN ABRIDGMENT. Cambridge, England: Cambridge University Press, 1978-. See entries 2476 and 2510.

2506. Needham, Joseph. "Science and Society in China and the West." SCIENCE PROGRESS, 52, 205 (1964), 50-65.

Contrasts Chinese and European traditions in natural sciences (pure and applied), clarifies the position of scientists and engineers in classical Chinese society, and relates Chinese science to such fields as philosophy, religion, law, and language.

2507. Needham, Joseph. "Science and Society in East and West." CENTAURUS, 10, 3 (1964), 174-97.

Beginning his multivolume SCIENCE AND CIVILIZATION series about 1938, the author wondered why modern science had developed in Europe but not in China. Later, when he learned more about Chinese science, he wondered why Chinese science to the fifteenth century had been more efficient than in Europe.

2508. Needham, Joseph. "Science in Kweichow and Kuangsi." NATURE, 156 (October 27, 1945), 496-99.

About science in two southeastern provinces of China before Japan occupied that area in 1944.

2509. Needham, Joseph. SCIENCE IN TRADITIONAL CHINA: A COMPARATIVE PERSPECTIVE. Cambridge, MA: Harvard University Press, 1982.

Four topics illustrate China's scientific past: gunpowder, macrobiotics, acupuncture, and Chinese attitudes to time. Calls Confucian scholars in historiographical bureaus champions of linear time despite Taoist and Buddhist theories of cyclical recurrence.

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2510. Needham, Joseph. THE SHORTER SCIENCE AND CIVILIZATION IN CHINA: 2. Abridged by Colin A. Ronan. Cambridge, England: Cambridge University Press, 1981.

Abridgment of SCIENCE AND CIVILIZATION IN CHINA (Vol. 2) includes interpretations and comparisons with the West of mathematics, astronomy, meteorology, earth sciences, and physics. See entry 2505.

2511. Needham, Joseph, and Dorothy Needham, eds. SCIENCE OUTPOST: PAPERS, 1942-1946. London: Pilot Press, 1948.

The state of science in China and the work of the British Scientific Office in China. Includes: Science in Chungking and other articles about science in specific parts of China; The Way and Spirit of Science, by Chiang Kai-shek; The Chinese Contribution to Scientific Humanism; The Need for a World Academy of Science, by Tu Chang-Wang; First Memorandum on an International Science Cooperation Service; and International Science Cooperation in War and Peace.

2512. NEW SOUTH CHINA ENGINEERING COLLEGE JOURNAL. "The Black Program for Fostering Intellectual Aristocrats —Comment on the Ten-Year (1963-1973) Plan for Cultivation of Faculty Members for South China Engineering College." SURVEY OF CHINA MAINLAND PRESS, 4128 (February 29, 1968), 8-12.

Condemns 10-year plan (1963-73) for training engineering faculty because it ran counter to Mao's policy on proletarian education.

2513. Nieh, Jung-chen. "The Development of Science and Technology in Our Country over the Last Ten Years." TEN GLORIOUS YEARS. Peking: Foreign Languages Press, 1960, pp. 328-40.

Reviews scientific progress during Communism's first decade, citing the 1949 founding of the Academy of Sciences, the 1956 12-year plan for science and technology, the 1957 rectification campaign and anti-rightist struggle, and the 1958 Great Leap Forward.

2514. Nishi, Junzō. "TAI SHIN NO HŌHŌ SHIRON" (About the Method of Tai Chen). TŌKYŌ SHINA GAKUHŌ (BULLETIN OF TOKYO SINOLOGICAL SOCIETY), 1 (June 1955), 130-45. In Japanese.

Concludes that Tai Chen lacked the empirical skills to justify his theory of science.

2515. Niu, Sien-chong. "Scientific and Technological Developments of Communist China." NATO'S FIFTEEN NATIONS, 18, 2 (April-May 1973), 89-96.

Sees the effectiveness of scientific research and development since 1949 as leading to nuclear weapons and computer technology. Sees potential harm in overemphasis on applied rather than basic research.

2516. Novick, Sheldon. "The Chinese Bomb." SCIENTIST AND CITIZEN, 7 (January-February 1965), 7-11.

Chinese nuclear explosion revealed much about Chinese technology and implied that China is possibly nearer to having hydrogen bombs and electric power-producing reactors than anyone thought.

2517. Nunn, Susan S. DIRECTORY OF RESEARCH INSTITUTES IN THE PEOPLE'S REPUBLIC OF CHINA. 3 vols. Washington, DC: National Council for U.S.-China Trade, 1977.

Name and address of institutes in English and Chinese, date of establishment, organization, staffing, research divisions, affiliates, facilities, and present and past research and publications. Vol. 1: agriculture, forestry, fisheries; Vol. 2: chemicals, construction, electronics; and Vol. 3: energy, light industry, machinery, transport.

2518. Nunn, Susan S. "Research Institutes in the People's Republic of China." U.S. CHINA BUSINESS REVIEW, 3 (March-April 1976), 39-50.

Role of the Chinese Academy of Sciences; status of research in agriculture, biology, medicine, engineering, and technology; and the emphasis on applied research.

2519. Oldham, C.H.G. "China Today: Science." JOURNAL OF THE ROYAL SOCIETY OF ARTS, 116, 5144 (July 1968), 666-82.

2520. Oldham, C.H.G. "Science and Technology in China's Future." CONTEMPORARY CHINA: PAPERS PRESENTED AT THE UNIVERSITY OF GUELPH CONFERENCE, APRIL 1968. Toronto: Canadian Institute of International Affairs, 1968, pp. 113-29.

Analyzes events affecting leading scientists during the Cultural Revolution. Foresees advanced scientific research only if Maoism is defeated.

2521. Oldham, C.H.G. "Science and Technology Policies." CHINA'S DEVELOPMENTAL EXPERIENCE. Edited by Michel Oksenberg. New York: Praeger, 1973, pp. 80-94.

Summarizes China's science policies as part of the drive for development. At first research, as in the U.S.S.R., was done in separate institutes rather than in universities. Mao's goal in the Great Leap Forward and the Cultural Revolution was to decentralize research and to bridge the gap between manual and mental labor.

2522. Oldham, C.H.G. "Science in China's Development." ADVANCEMENT OF SCIENCE, 24, 122 (June 1968), 481-87.

Historical development of science and its role in the People's Republic of China.

2523. Oldham, C.H.G. "Science in Mainland China: A Tourist's Impressions." SCIENCE, 147, 3659 (February 12, 1965), 706-14.

Science programs in universities and research institutes, progress in manufacturing scientific instruments, and pervasive influence of party politics.

2524. Oldham, C.H.G. "Science Travels the Mao Road." BULLETIN OF THE ATOMIC SCIENTISTS, 25, 2 (February 1969), 80-83.

China's major science policy issues and the impact of the Cultural Revolution on science and technology are assessed. See entry 2393.

2525. Oldham, C.H.G. "Technology in China: Science for the Masses?" FAR EASTERN ECONOMIC REVIEW, 60 (May 16, 1968), 353-55.
Violence of the struggle between the "two lines"—Maoists emphasize technology for the masses; the opposition favors more advanced research. Author argues that the future of science is inextricably linked to the future of the Cultural Revolution.

2526. "On the Home Front: Physicist Chen Chih." PEKING REVIEW, 21, 9 (March 3, 1978), 31.
Contributions of Chen Chih, a physicist specializing in super alloys and crack mechanics.

2527. Oparin, A.I. "DRUZHESKIA SVIAZI SOVETSKIKH I KITAISHIKH UCHENYKH" (Friendly Relations Between Soviet and Chinese Scientists). VESTNIK AKADEMII NAUK SSSR, 2 (February 1955), 61-63. In Russian.
Soviet aid to Chinese research in nuclear physics and the peaceful use of atomic energy.

2528. Organization for Economic Cooperation and Development. SCIENCE AND TECHNOLOGY IN THE PEOPLE'S REPUBLIC OF CHINA. Paris: OECD, 1977.
Science planning and policymaking bodies. Shifts during the Cultural Revolution were toward decentralized applied research, with little research controlled directly from Peking. Discusses educational policies to accomplish local control of research and technology. Explains methods for spreading technological knowledge. Compares the Chinese struggles between radicals and pragmatists with Soviet scientific policy.

2529. Orleans, Leo A. "China's Science and Technology: Continuity and Innovation." PEOPLE'S REPUBLIC OF CHINA: AN ECONOMIC ASSESSMENT. U.S. Congress. Joint

Economic Committee. Washington, DC: Government Printing Office, 1972, pp. 185-219.
Impact of the Cultural Revolution on education, particularly on higher educational programs for training scientific and technological specialists. Estimates the size of China's 1970 manpower pool of primary, secondary, and higher education graduates.

2530. Orleans, Leo A. "Education and Scientific Manpower." SCIENCES IN COMMUNIST CHINA: A SYMPOSIUM PRESENTED AT THE NEW YORK MEETING OF THE AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE, DECEMBER 26-27, 1960. Edited by Sidney H. Gould. Washington, DC: American Association for the Advancement of Science, 1961, pp. 103-27.
Strengths and weaknesses of the educational system and its capacity to produce higher level scientists and technicians; and professional manpower supply in relation to economic goals. Finds schooling inadequate and inefficient. Despite radical educational policies and bold manpower manipulations, China in the near future will need Soviet help to meet professional manpower needs.

2531. Orleans, Leo A. "How the Chinese Scientist Survives." SCIENCE, 177, 4052 (September 8, 1972), 864-66.
Impact of the Cultural Revolution on Chinese scientists. Concludes that science and technology seem none the worse.

2532. Orleans, Leo A. MANPOWER FOR SCIENCE AND ENGINEERING IN CHINA. SCIENCE AND TECHNOLOGY IN THE PEOPLE'S REPUBLIC OF CHINA, BACKGROUND STUDY NO. 4. U.S. CONGRESS. HOUSE SUBCOMMITTEE ON SCIENCE, RESEARCH, AND TECHNOLOGY. Washington, DC: Government Printing Office, 1980.
Reviews changing educational policies in science and engineering and assesses the supply and quality of scientific and engineering manpower.

2533. Orleans, Leo A. "Science, Elitism, and Economic Readjustment in China." SCIENCE, 215, 4532 (January 29, 1982), 472-77.

China designated science and technology to spearhead the "four modernizations" but soon backtracked for lack of funding and professional scientists. Production, rather than basic research, was designated the first scientific goal.

2534. Orleans, Leo A. "Science in China." CHINA'S ROAD TO DEVELOPMENT. 2nd ed. Edited by Neville Maxwell. Oxford, England: Pergamon, 1979, pp. 219-29.

Despite science policy swings since 1949, the major science goals have remained the same: to make China a competitive world power and to improve the quality of life for the masses. Since Mao's death, education has become two-tiered in a drive to train scientists and other elites while also teaching skills to production-oriented workers and peasants. Includes a list of research institutes.

2535. Orleans, Leo A. "Scientific and Technical Manpower." SCIENCE AND TECHNOLOGY IN THE PEOPLE'S REPUBLIC OF CHINA. Paris: Organization for Economic Cooperation and Development, 1977, pp. 93-110.

Concludes that Maoist educational changes during the Cultural Revolution were an aberration and that China is likely to meet her needs for well-trained technicians and research scientists.

2536. Ouang, Te-tchao. "LA RECHERCHE SCIENTIFIQUE EN CHINE PENDANT LA GUERRE" (Scientific Research in China during the [Anti-Japanese] War). SINOLOGICA, 1, 2 (1948), 87-95. In French.

2537. Pai, Chen. "Scientific Work." COMMUNIST CHINA, 1961. Vol. 1. Edited by Union Research Institute. Hong Kong: Union Research Institute, 1962, pp. 199-224.

2538. Peake, Cyrus H. "Some Aspects of the Introduction of Modern Science into China." ISIS, 22, 63 (December 1934), 173-219.

Surveys modern science from 1600 (Catholic missionaries) through the fervor for science in late nineteenth and especially twentieth century. Concludes that educated

Chinese see applied sciences as the most effective way to assure China's place in the modern world and that growing scientific research offers such promise.

2539. Perrolle, Pierre M. "Science and Technology." CHINA, A COUNTRY STUDY. AREA HANDBOOK SERIES. Edited by Frederica M. Bunge and Rinn-Sup Shinn. 3rd ed. Washington, DC: Government Printing Office, 1981, pp. 291-322.

Research and technology are central to China's plan for modernization by the year 2000. By 1980 China had set broad science policy guidelines. As a poor, peasant-dominated country, China faced major hurdles to widespread application of technology in production and in research.

2540. Pezeu-Massabuau, Jacques. LA CHINE (CHINA). Paris: Armand Colin, 1970. In French.

The explosion of its atomic bomb in 1964 and the launching of its first satellite in 1970 indicate China's post-World War II scientific presence.

2541. Porter, Jonathan. "Bureaucracy and Science in Early Modern China: The Imperial Astronomical Board in the Ch'ing Period." JOURNAL OF ORIENTAL STUDIES, 18, 1-2 (1980), 61-76.

In the nineteenth century, China's Imperial Astronomical Bureau had no teaching function but was a scientific repository. Earlier in the Ming period Jesuit missionary astronomers and other Westerners used the Bureau to introduce Western astronomy and mathematics into China.

2542. Porter, Jonathan. "The Scientific Community in Early Modern China." ISIS, 73, 269 (1982), 529-44.

China's seventeenth century scientific renaissance did not flower in the eighteenth century as did Western science because of an inhospitable social and political climate.

2543. Qian, Wen-yuan. THE GREAT INERTIA: SCIENTIFIC STAGNATION IN TRADITIONAL CHINA. Freepost, England: Croom Helm, 1984.

Challenges Joseph Needham's conclusions in SCIENCE AND CIVILIZATION IN CHINA. Argues that the growth of state power in China smothered the emergence of science as a social institution.

2544. "Quarterly Chronicle and Documentation: Academy of Sciences and Politics." CHINA QUARTERLY, 27 (July-September 1966), 214-15.

Conference of the Academy of Sciences calling for practical application of science toward greater productivity in industry and agriculture.

2545. "Quarterly Chronicle and Documentation: Science and Technology." CHINA QUARTERLY, 63 (September 1975), 582-83.

2546. "Quarterly Chronicle and Documentation: Science and Technology." CHINA QUARTERLY, 69 (March 1977), 204.

2547. "The Reform in Education at Colleges of Science and Engineering as Viewed from the Struggle Between Two Lines at the Shanghai Institute of Mechanical Engineering." CHINESE EDUCATION, 2, 3 (Fall 1969), 3-14.

2548. Rich, Spencer. "China's College-Bound Youths Trail America's in Science." WASHINGTON POST, November 29, 1979, p. A13, c. 1-6.

China's 1978 nationwide college entrance examination achievement compared with U.S. achievement revealed that the Chinese were more thorough in geography, their math knowledge required more memorization and less problem solving, and physics and chemistry knowledge was noticeably lower.

2549. "The Road for Training Engineering and Technical Personnel Indicated by the Shanghai Machine Tools Plant." PEKING REVIEW, 11, 31 (August 2, 1968), 9-14.

Cultural Revolution effect on factory management and the training of worker-technicians.

2550. Rouse, Hunter. "Impressions of the People's Republic of China, China: a New Land." MECHANICAL ENGINEERING, 97 (February 1975), 28-29.
Changes in engineering education are discussed.

2551. Sanetō, Keishū. NITCHŪ HIYŪKŌ NO REKISHI (A HISTORY OF UNFRIENDLY RELATIONS BETWEEN CHINA AND JAPAN). Japan: Asahi Shimbunsha, 1973. In Japanese.
Examines tensions when Chinese students in Japan resisted Japan's 1905 foreign student regulations and when after World War I they were arrested for protesting the ceding of Shantung to Japan.

2552. Schnarch, Alexander. "R&D Policy in China after the Cultural Revolution." RESEARCH MANAGEMENT, 19 (January 1976), 28-32.
How the Cultural Revolution's ideology brought industry and higher education together. Students worked in production. Some industries operated technical universities while other universities ran their own factories.

2553. "The School-Run Factories and Factory-Run Schools on the Mainland." ISSUES AND STUDIES, 7, 1 (1970), 11-15.
Combining productive labor with university learning is traced to the Party's 1958 "Directive on Educational Work." Many factories were established at higher education institutions during the Cultural Revolution. Maoists urged that workers and peasants be enrolled and that higher education be cut to two years.

2554. "Science and Scientists Revitalised." PEKING REVIEW, 21, 12 (March 24, 1978), 27-30.
To assist China's modernization, scientific societies are being restored and more scientific books and journals published.

2555. "Science Education in Asia and the Pacific: China." BULLETIN OF THE UNESCO REGIONAL OFFICE FOR EDUCATION IN ASIA AND THE PACIFIC, 25 (June 1984), 33-48.

Examines science content at elementary school level: nature study and geography; and at secondary school level: chemistry, biology, physiology, hygiene, geography, and physics. Describes textbooks, activities, experiments, and equipment. Discusses teacher education for science teachers, out-of-school science education with youth groups, science education in adult education programs, and research institutes active in science education.

2556. SCIENCE FOR THE PEOPLE. CHINA: SCIENCE WALKS ON TWO LEGS. New York: Avon Books, 1974.

U.S. scientists, 1973, visited schools and research institutions. Maoist political theory as implemented by the Cultural Revolution stressed that science must belong to the masses.

2557. "Science in China." CHINA QUARTERLY, 6 (April-June 1961), 91-169.

Articles on science: John M.H. Lindbeck, "The Organization and Development of Science"; Ralph W. Phillips and Leslie T.C. Kuo, "Agricultural Science and Its Application"; C.C. Li, "Genetics"; and William Y. Chen, "Medicine and Public Health."

2558. "Science in Communist China." VESTNIK AKADEMII NAUK SSSR, 7 (July 1954), 107-09.

Information about science from various Chinese publications.

2559. "Science Programme for Youngsters." CHINESE YOUTH BULLETIN, 4, 7 (July 1984), 8-10.

Extracurricular science activities include hobby groups for elementary and secondary school students, a national contest for juvenile scientific inventions, a designated science month, and summer camps for science enthusiasts.

2560. Seybolt, Peter J., ed. "Physics, Chemistry, and Mathematics Education in China." CHINESE EDUCATION, 13, 1-2 (Spring-Summer 1980), 1-165.

Articles on elementary and secondary school physics teaching, chemistry teaching, and mathematics teaching (plus

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content analysis of mathematics textbooks). Articles are mainly from the Chinese journal, SECONDARY SCHOOL SCIENCE TEACHING, published since Mao's death in 1976.

2561. Sharp, Ilsa. "No Ivory Towers." FAR EASTERN ECONOMIC REVIEW, 72 (June 5, 1971), 64-66.

Chungshan University's curriculum, changed by the Cultural Revolution, stressed applied science and technology. Among fields cut were physics, math, chemistry, foreign languages, and philosophy.

2562. Shih, Ch'eng-chih. THE STATUS OF SCIENCE AND EDUCATION IN COMMUNIST CHINA AND A COMPARISON WITH THAT IN THE U.S.S.R. Hong Kong: Union Research Institute, Communist China Problem Research Series No. 30, 1962.

Though the Communists have stressed education and science as necessary tools, they have emphasized agricultural development. Schools and universities have suffered faculty shortages. Breaking with the U.S.S.R. (while it will make China turn to the West) in the short term will slow scientific development.

2563. Shih, Joseph Anderson. "Science and Technology in China." ASIAN SURVEY, 12, 8 (August 1972), 662-75.

Development of science and technology in China, 1952-72, especially the ideological influence. Cites the end of Soviet technical aid, 1960, in relation to China's drive to combine theory and practice. The Cultural Revolution strengthened Mao's effort to recruit technical personnel from the masses. By 1972 over 70 percent of higher education students were in scientific and technological fields.

2564. Shou, Ch'ang. "CHUNG-HUA MIN-TSU TI CH'IEN SHIH-LI YÜ CHIN-HOU CHIH CH'U-LU" (The Hidden Forces of the Chinese and Their Future Developments). CHIEN-KUO YÜEH-K'AN (ESTABLISHMENT OF THE NATION MONTHLY), 9, 5 (November 1933), 1-12. In Chinese.

Author hopes for a new China which will unite the power of science with the tremendous resources of Chinese manpower.

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2565. Signer, Ethan, and Arthur W. Galston. "Education and Science in China." SCIENCE, 175, 4017 (January 7, 1972), 15-23.

U.S. scientists visiting China during the Cultural Revolution reported that little basic research was permitted and that scientists were expected to do manual labor and to "serve the people" by disseminating practical information.

2566. Sigurdson, Jon. "Technology and Science—Some Issues in China's Modernization." CHINESE ECONOMY POST-MAO. U.S. Congress. Joint Economic Committee. Washington, DC: Government Printing Office, 1978, pp. 476-534.

Examines policy issues, research and development, basic and/or mass science, and education. Concludes that post-Mao leaders seem bent on maintaining a balance of technological development between the various sectors of society.

2567. Sivin, Nathan. "Imperial China: Has Its Present Past A Future?" HARVARD JOURNAL OF ASIATIC STUDIES, 38, 2 (1978), 449-80.

Critical of comment about Chinese science in Mark Elvin, THE PATTERN OF THE CHINESE PAST (London: Eyre Methuen, 1973). See entry 2432.

2568. Sivin, Nathan. "An Introductory Bibliography of Traditional Chinese Science: Books and Articles in Western Languages." CHINESE SCIENCE: EXPLORATIONS OF AN ANCIENT TRADITION. Edited by Shigeru Nakayama and Nathan Sivin. Cambridge, MA: MIT Press, 1972, pp. 280-314.

About 100 annotations on the Chinese scientific tradition: general bibliography, biography, translations, history and philosophy, history of science, mathematics, astronomy, chemistry, medicine, and biology.

2569. Su, Yun-feng. "The Role of the Government in the Emergence of Heavy Industry in China, 1865-1911: A Comparative Study of Hupeh and Kiangsu Provinces."

BULLETIN OF THE INSTITUTE OF MODERN HISTORY, ACADEMIA SINICA, 8 (1979), 183-216.

Industrial education, managerial structures, and the use of foreign technicians in Hupeh and Kiangsu Provinces, 1865-1911, failed to put China on the road to modernization.

2570. Sullivan, Walter. "China Gaining in Science But a Long Road Lies Ahead." NEW YORK TIMES, October 2, 1979, pp. C1-C2.

Despite such achievements as synthesizing insulin and making and using lasers, China lags in science and technology. Two problems are the loss of scientists because of university closings and other adverse Cultural Revolution policies and poor communication among research institutes.

2571. Sullivan, Walter. "Peking Aiming Research at China's Special Needs." NEW YORK TIMES, June 7, 1971, p. 1.

Theoretical research and Western science were sharply reduced after the Cultural Revolution. The scientific elite underwent thought reform and worked with peasants and the military on such applied research as fertilizer production.

2572. Sung, Yung-hsing. CHINESE TECHNOLOGY IN THE 17TH CENTURY. University Park: Pennsylvania State University Press, 1966.

Reprint of a 1637 survey of the techniques of agriculture, textile manufacturing, weapons development, exploitation of metals, minerals and precious stones, and the making of paper, inks, and ceramics.

2573. Surveys and Research Corporation, Washington, DC. DIRECTORY OF SELECTED SCIENTIFIC INSTITUTIONS IN MAINLAND CHINA. Stanford, CA: Hoover Institution Press, 1970.

Describes 490 pre-1966 scientific institutions and their publications. Appendix lists 1,227 other institutions. Categories: academies, other government agencies, industrial enterprises, professional societies, universities, and specialized colleges. Includes biographies of key personnel in engineering, physical, biological, medical, and agricultural sciences.

2574. Suttmeier, Richard Peter. "Chinese Scientific Societies and Chinese Scientific Development." DEVELOPING ECONOMIES, 11 (June 1973), 146-63.

Argues that scientific societies have brought administrative leadership to the country's diverse science-related institutions. Has a 1966 list of professional societies in the natural sciences and engineering.

2575. Suttmeier, Richard Peter. "Party Views of Science: The Record From the First Decade." CHINA QUARTERLY, 44 (October-December 1970), 146-68.

The Party view is that science is a purely utilitarian tool for aiding the nation's military and economic development. Scientists deserve no special status and must submit to ideological demands.

2576. Suttmeier, Richard Peter. "Politics, Modernization, and Science in China." PROBLEMS OF COMMUNISM, 30, 1 (1981), 22-36.

Efforts to update science and technology encounter resistance from cadres promoted during the Cultural Revolution who lack the outlook to cope with new approaches.

2577. Suttmeier, Richard Peter. "Recent Developments in the Politics of Chinese Science." ASIAN SURVEY, 17, 4 (1977), 375-92.

Scientific research policy is related to the need for modernization, the challenge of technology, and the implicit political struggle.

2578. Suttmeier, Richard Peter. "Science Policy Shifts, Organizational Change and China's Development." CHINA QUARTERLY, 62 (June 1975), 207-41.

Characterizes four periods in science policy, 1949-71, and contends that these shifts advanced China's science.

2579. Suttmeier, Richard Peter. SCIENCE, TECHNOLOGY, AND CHINA'S DRIVE FOR MODERNIZATION. Hoover International Studies, No. 223. Stanford, CA: Hoover Institution Press, 1980.

Reviews shifts in official attitude toward science and technology, 1950s-1970s; examines the Party's role in making and implementing science policy; and discusses other factors that affect scientific and technological modernization: history, organization and planning, professional life and administration, manpower and economy, and international relations.

2580. Suttmeier, Richard Peter. "Scientific Institutions." SCIENCE AND TECHNOLOGY IN THE PEOPLE'S REPUBLIC OF CHINA. Paris: Organization for Economic Cooperation and Development, 1977, pp. 53-67.
Reorganization of research at the Chinese Academy of Sciences (streamlined to fewer institutes and decentralized by giving more authority and autonomy to provincial leaders) and research functions of higher education institutions, most of which closed during the Cultural Revolution.

2581. Suttmeier, Richard Peter, and Genevieve C. Dean. "The Institutionalization of Science." SCIENCE AND TECHNOLOGY IN THE PEOPLE'S REPUBLIC OF CHINA. Paris: Organization for Economic Cooperation and Development, 1977, pp. 69-89.
China has since 1949 created an operable network of science research institutes. A crucial task is to build a spirit of mutual cooperation and communication.

2582. Swetz, Frank J. "An Informal Method of Science Instruction—Children's Picture Books in the People's Republic of China." SCIENCE AND CHILDREN, 9, 4 (December 1971), 11-13.
Inexpensive picture books published in the mid-1960s acquaint children with simple scientific concepts observable in everyday life.

2583. Swetz, Frank, J., ed. "Popular Science Readers: An Aid for Achieving Scientific Literacy in the People's Republic of China." CHINESE EDUCATION, 11, 1 (Spring 1978), 1-105.
Articles on elementary science readers show the Communists' long-range goal of promoting basic, contemporary,

socially useful aspects of science which support both "redness" (Communist doctrine) and "expertness" (factual knowledge).

2584. Tang, T.B. "Science on the March." CHINA NOW, 79 (July-August 1978), 3-5.

China's plan for developing science and technology, 1978-85, calls for a national education system that assures a continuous flow of "red and expert" scientific workers. Concludes that major changes, especially in higher education, will strengthen the supply of scientists needed for modernization.

2585. Teng, Hsiao-p'ing. "Speech at Opening Ceremony of National Science Conference." PEKING REVIEW, 21, 12 (March 24, 1978), 9-18.

Discusses the importance of science to production, the need to understand correctly what is meant by "red and expert," and the division of responsibility under Party leadership in science and technology.

2586. Theoretical Group of the Chinese Academy of Sciences. "A Serious Struggle in Scientific and Technical Circles." PEKING REVIEW, 20, 16 (April 15, 1977), 24-27.

Account of how the "Gang of Four" disrupted scientific work.

2587. "Thirtieth Anniversary of Chinese Academy of Sciences." BEIJING REVIEW, 22, 46 (November 16, 1979), 3.

Brief history of the activities of the Academy of Sciences.

2588. Thompson, H.W. "Science in China." INTERNATIONAL SCIENCE AND TECHNOLOGY, 18 (June 1963), 86-95.

British chemist's observations during a tour of universities and research institutions.

2589. Tien, H. Ti. "A Report to the Council of the Biophysical Society: Biophysical Research in the People's Republic of China." BIOPHYSICAL JOURNAL, 15 (1975), 621-31.

Effects of the Cultural Revolution on scientific research.

History, organization, and achievements of selected research institutes.

2590. Ting, V.K. "Modern Science in China." ASIA, 36 (1936), 131-34.
Scientific study and research were greatly advanced by the Geological Survey, founded 1912, and Academia Sinica, 1927. The latter, the highest institution for scientific research, was financed by government and philanthropic contributions.

2591. Ts'ai, Yuan-p'ei. "Academia Sinica and Scientific Researches in China." CHINA QUARTERLY, 1, 3 (March 1936), 3-13.
Head of China's Academia Sinica describes its work in originating scientific research and in coordinating research of other institutions. Its 30 members, leading scientists, held other important scientific posts.

2592. Tulaev, A. IA. "SHANKHAISKII POLITEKHNICHESKII INSTITUT" (The Shanghai Polytechnic Institute). VESTNIK VYSSHEI SHKOLY, 16, 9 (September 1958), 88-89. In Russian.

2593. Twiss, George Ransom. SCIENCE AND EDUCATION IN CHINA: A SURVEY OF THE PRESENT STATUS AND A PROGRAM FOR PROGRESSIVE IMPROVEMENT. Shanghai: Commercial Press, 1925.

2594. Unger, Jonathan. "Mao's Million Amateur Technicians." FAR EASTERN ECONOMIC REVIEW, 72 (April 3, 1971), 115-18.
Reflects the Cultural Revolution's drive to have secondary schools and universities train blue-collar workers to do the country's technical tasks.

2595. UNESCO, Bangkok. TECHNICAL AND VOCATIONAL EDUCATION IN ASIA AND OCEANIA. BULLETIN OF THE UNESCO REGIONAL OFFICE FOR EDUCATION IN ASIA AND OCEANIA. New York: UNIPUB, 1980. ERIC ED 195 680.

China's technical and vocational education are reviewed, including structure, curriculum, programs, institutions, teacher education, finance, innovations, and experiments.

2596. U.S. Central Intelligence Agency. ACADEMIES OF SCIENCES AND SOCIAL SCIENCES OF THE PEOPLE'S REPUBLIC OF CHINA: A REFERENCE AID. McLean, VA: Central Intelligence Agency, 1979.

Organization chart identifies leading officials of the Chinese Academy of Sciences and the Chinese Academy of Social Sciences.

2597. U.S. Central Intelligence Agency. DIRECTORY OF CHINESE OFFICIALS: SCIENTIFIC AND EDUCATIONAL ORGANIZATIONS: A REFERENCE AID. McLean, VA: Central Intelligence Agency, 1981.

Identifies individuals who hold leading positions in educational and scientific organizations.

2598. U.S. Congress. House Committee on Science and Technology. BACKGROUND READINGS ON SCIENCE, TECHNOLOGY AND ENERGY R.&D. IN JAPAN AND CHINA. Washington, DC: Government Printing Office, 1981.

Includes China's eight-year plan for scientific development and its education programs and research policy.

2599. U.S. Congress. House Committee on Science and Technology. THE TRAINING AND UTILIZATION OF SCIENTIFIC AND ENGINEERING MANPOWER IN THE PEOPLE'S REPUBLIC OF CHINA. SCIENCE AND TECHNOLOGY IN THE PEOPLE'S REPUBLIC OF CHINA, BACKGROUND STUDY NO. 5. Washington, DC: Library of Congress, Congressional Research Service, 1983. ERIC ED 238 714.

Traces educational changes since 1972 and updates a 1980 study of science and engineering manpower training.

2600. U.S. Congress. Joint Economic Committee. CHINA UNDER THE FOUR MODERNIZATIONS: PART 1. SELECTED PAPERS SUBMITTED TO THE JOINT ECONOMIC COMMITTEE. CONGRESS OF THE UNITED STATES, NINETY-SEVENTH CONGRESS, SECOND SESSION. Washington, DC: Government Printing Office, 1982. ERIC ED 235 107.

Science and elitism are discussed in this reassessment of goals to modernize industry, agriculture, science, and technology.

2601. U.S. Congress. Joint Economic Committee. CHINA UNDER THE FOUR MODERNIZATIONS: PART 2. SELECTED PAPERS SUBMITTED TO THE JOINT ECONOMIC COMMITTEE. CONGRESS OF THE UNITED STATES, NINETY-SEVENTH CONGRESS, SECOND SESSION. Washington, DC: Government Printing Office, 1982. ERIC ED 235 108.

How China's leaders adjusted their goals in science, technology, and other fields in their drive for modernization. Objectives set in 1977 were found to be too ambitious.

2602. "V OTDELENII TEKHNICHESKIKH NAUK" (In the Division of Engineering Sciences [Of the Academy of Sciences of the U.S.S.R.]). VESTNIK AKADEMII NAUK SSSR, 3 (March 1956), 128-29. In Russian.

Soviet scientists report on the state of higher engineering education in China.

2603. Venu, S. "India and China in the Seventies." INDIA QUARTERLY, 27, 4 (1971), 349-51.

Compares India and China's development since the 1960s. Finds China closer to industrial and technical self-sufficiency, except for the adverse effects of the Cultural Revolution, which disrupted science and technical education.

2604. Volti, Rudi. TECHNOLOGY, POLITICS, AND SOCIETY IN CHINA. Boulder, CO: Westview Press, 1982.

Elite-level Party conflicts and their effects on economic development through case studies from agriculture, energy, surface transportation, and medicine. Since 1949 China's political leaders have sought to stimulate economic development through technology. Tensions arise from intellectuals' different educational backgrounds: pre-1949 in the West, 1950s in the U.S.S.R., 1970s and '80s in the West and Japan.

2605. Von Laue, T.H. "Modernization or Westernization: Russia and China." BUCKNELL REVIEW, 18, 1 (Spring 1970), 3-25.
Mao tse-tung wanted to preserve and assert China's cultural sovereignty by rejecting Western influence.

2606. Wang, Hsüeh-wen. "Initial Overview of the Maoist Transformation of Science-Engineering Schools." ISSUES AND STUDIES, 6 (September 1970), 15-17.
Analysis of two articles in RED FLAG, 8 (July 21, 1970), entitled: "Strive to Build a Socialist University of Science and Engineering" and "Summary of the Forum on the Revolution in Education of Colleges of Science and Engineering in Shanghai."

2607. Wang, Hsüeh-wen. "The Maoist Transformation of Science-Engineering Colleges." ISSUES AND STUDIES, 7 (December 1970), 21-31.
Transformation of science-engineering colleges during the Cultural Revolution.

2608. Wartik, Thomas. "Reasons For the Chinese Attitude Toward Research and Education in Science." JOURNAL OF GENERAL EDUCATION, 26, 3 (Fall 1974), 257-61.
Negative effects of the Cultural Revolution on scientific research and education were caused by such policies as stressing physical labor.

2609. "The Week: National Plan for Developing Basic Sciences." PEKING REVIEW, 20, 47 (November 18, 1977), 3.
Describes planned conference, program, and intent of establishing basic science research network.

2610. Whitmore, Ralph D. "Engineering Education in China." TSING HUA JOURNAL OF CHINESE STUDIES, 2, 5 (March 1917), 1-25.

2611. Wilson, John Tuzo. ONE CHINESE MOON. New York: Hill and Wang, 1959.
Canadian scientist during International Geophysical Year observed scientific centers that were doing important

research and reported significant transformation of Chinese life, particularly in education and industry.

2612. Wilson, Richard Garratt. "Technology in China." FAR EASTERN ECONOMIC REVIEW, 50, 6 (November 11, 1965), 289-91.

Political pressures on scientists and disadvantages caused by 1960 withdrawal of Soviet personnel suggest that the Party policy of self-reliance will slow progress severely in technology.

2613. Wong, George H.C. "Some Aspects of Chinese Science Before the Arrival of the Jesuits." CHUNG CHI JOURNAL, 2, 2 (May 1963), 169-80.

When Jesuits arrived in late sixteenth century China, science there was at a low ebb. Earlier notable technical and scientific progress included many inventions. Pre-Jesuit foreign influence in science may have been Arabian, Western (via Nestorian refugees), Hindu, or Manichaean.

2614. Wong, George H.C. "Wang Jen-tsun: A Late Nineteenth Century Obstructor to the Introduction of Western Thought." CHUNG CHI JOURNAL, 9, 2 (May 1970), 210-15.

Examines two books by Wang Jen-tsun, historian of Chinese science, who in the late nineteenth century favored traditionalism and antiquity when he contended that Western thought could not change the Chinese.

2615. Wu, Yuan-li, and Robert B. Sheeks. THE ORGANIZATION AND SUPPORT OF SCIENTIFIC RESEARCH AND DEVELOPMENT IN MAINLAND CHINA. New York: Praeger, 1970.

Communist treatment of research and development, 1949-70, including Western military influence, policy, organization, finance, research and development institutions, and the effect of research and development on economic growth.

2616. Xu, Liangying, and Fan Dainian. SCIENCE AND SOCIALIST CONSTRUCTION IN CHINA. New York: Sharpe, 1982.

The Communists' first science and technology plan, 1956-57, reflected the controversy that erupted during the brief "blooming and contending period."

2617. Yabuuti, Kiyosi. "Western Science in Japan and China." XIVTH INTERNATIONAL CONGRESS OF THE HISTORY OF SCIENCE, PROCEEDINGS NO. 4. Tokyo: Science Council of Japan, 1975, pp. 35-42.

Surveys the introduction and integration of Western science into Chinese and Japanese traditional science, 1600-1912.

2618. Yabuuti, Kiyosi, and Mitsukuni Yoshida, eds. MIN SHIN JIDAI NO KAGAKU GIJUTSU SHI (A HISTORY OF SCIENCE AND TECHNOLOGY DURING THE MING AND CH'ING). Kyoto: Kyoto University, 1970. In Japanese.

Includes astronomy, mathematics, pharmacy, plants, medicinal herbs, and Jesuit scientific study. In Japanese.

2619. Yamada, Keiji. "The Development of Science and Technology in China: 1949-65." DEVELOPING ECONOMIES, 9, 4 (December 1971), 502-37.

Written in September 1966, this article on research and development before the Cultural Revolution emphasizes the role played by the Academy of Sciences.

2620. Yang, Chen-ning. "Education and Scientific Research in China." ASIA, 26 (Summer 1972), 74-84.

In 1971 visited Institutes of Biochemistry, Physiology, and Nuclear Physics (units of the Chinese Academy of Sciences) and found little basic research. Also examined scientific publications.

2621. Zee, Chong-hung. "Chinese Engineering Education: A Return Visit." ENGINEERING EDUCATION, 66, 4 (January 1976), 351-54.

Compares engineering education observed on a 1974 visit to four technological colleges with his own undergraduate engineering training in pre-1949 China.

2622. Zen, Sophia H. Chen. "Science: Its Introduction and Development in China." SYMPOSIUM ON CHINESE CULTURE. Edited by Sophia H. Chen Zen. Shanghai: China Institute of Pacific Relations, 1931, pp. 142-51.

Accounts of earliest calendar systems, use of mathematics, knowledge of biology, and literary examination system. Includes the introduction of Western science from the seventeenth century.

2623. Zheng, Zhipeng. "Chinese Scientists in New Research on the Structure of Matter." CHINA RECONSTRUCTS, 29, 1 (January 1980), 24.

Account of Chinese scientists who participated in a multinational research group which discovered gluon, a microatomic particle.

Chapter 55

SECONDARY EDUCATION

2624. Benn, Caroline. "All Who Wish May Come." TIMES EDUCATIONAL SUPPLEMENT, 2947 (November 12, 1971), 18, 59.

A 1971 visitor to secondary schools (called middle schools) noted differences in curriculum and length of term between urban and rural schools.

2625. Chang, K.L. "A Study of the Attitudes and Interests of Chinese Middle School Students." YENCHING STUDY OF PSYCHOLOGY, 2 (1932), 1-34.

Studied attitudes of about 1,900 secondary school boys and girls. Both sexes favored participation in the anti-imperialism (anti-Western) campaign and in seeking life's meaning. Boys worried more than girls about economic pressures. More girls thought Christianity benefited China even though China imitated too much of the Western materialistic life.

2626. Chu, Shih-ying, and Ronald Yu-soong Chen. "Secondary Education in New China." THE SECONDARY SCHOOL CURRICULUM: THE YEARBOOK OF EDUCATION 1958. Edited by George Z.F. Bereday and Joseph A. Lauwerys. New York: World Book, 1958, pp. 146-54.

Changes Communists made in curriculum, textbooks, and enrollments in secondary education to reflect Communist ideology.

2627. Cressy, Earl Herbert, and C.C. Chih. MIDDLE SCHOOL STANDARDS: SECOND STUDY. Shanghai: East China Christian Education Association, 1929.

2628. "Educational Reform in Rural China." CURRENT SCENE; DEVELOPMENTS IN MAINLAND CHINA, 7, 3 (February 8, 1969), 1-17.

Describes the Cultural Revolution's impact on rural secondary education in terms of control, curriculum, and enrollment priority.

2629. Fraser, Stewart E. "High School: Chinese Communist Style." CLASSMATE, 74, 5 (January 1967), 6-9.

Problems and successes encountered in providing middle and higher secondary education to millions of Chinese youth.

2630. Fu, Tung-hua, and Wang-tao Ch'en, eds. CH'U-CHI CHUNG-HSUEH-YUNG CHI-PEN CHIAO-K'O-SHU (A FUNDAMENTAL TEXTBOOK FOR JUNIOR MIDDLE SCHOOL). 6 vols. Shanghai: Commercial Press, 1933. In Chinese.

Example of a middle school reader with large number of items concerning the West.

2631. Harner, Evelyn L. MIDDLE SCHOOL EDUCATION AS A TOOL OF POWER IN COMMUNIST CHINA. Santa Barbara, CA: General Electric, 1962.

Tables and documentation explain Communist changes in all levels of the education system, especially secondary schools. Precise curriculum details for the six-year middle school program, 1956-59, are included. Foresees education problems because of population pressures, poverty, and political ideology.

2632. He, Zuo. "Middle Schools: Labourers with Socialist Consciousness and Culture." BEIJING REVIEW, 23, 1 (January 7, 1980), 21-23.

Stresses that secondary school students are expected to study hard for the motherland and especially for modernization (economic development).

2633. Hu, Shi Ming, and Eli Seifman. "A Question of World Outlook: Interviews with Chinese Middle School Graduates." ASIAN AFFAIRS, 62, 1 (February 1975), 30-36.

Interviews (1973-74) with two Chinese youths concerning their secondary school experiences.

2634. Kuo, Tze-hsiung. "Secondary Education in China." INFORMATION BULLETIN, 4, 2 (May 26, 1936), 21-45.

2635. Liao, Shih-ch'eng. "Middle School Education in China." BULLETINS ON CHINESE EDUCATION, 2, 12 (1923), 1-19.

Government-supported secondary schools, begun modestly in 1903, were placed under provincial authority. Curricula, per capita costs, and enrollment statistics are given.

2636. Lin, Li-ju et al. "Secondary Education in China." EDUCATION IN CHINA: PAPERS CONTRIBUTED BY THE MEMBERS OF THE COMMITTEES OF THE SOCIETY FOR THE STUDY OF INTERNATIONAL EDUCATION. Edited by Ts'ui-ying Teng and Timothy Tingfang Lew. Peking: Society for the Study of International Education, 1923, pp. 1-20.

Examines evolution of government secondary education since its beginning in 1903 and important changes made by the 1922 reorganization. Major problem is the shortage of qualified teachers.

2637. "Lujiang Middle School—Cradle of Champions." CHINA PICTORIAL, 6 (1984), 12.

Since 1979 a full-time secondary sports school, Lujiang now has 461 students, 23 academic teachers, and 41 athletic instructors. Founded in 1957 as a spare-time sports school, it has trained many world-ranking athletes, including Guo Yuehua, eight-time world table tennis champion.

2638. Neiderberger, Robert J. "A Visit to Secondary Schools in the People's Republic of China." SOCIAL SCIENCE RECORD, 11, 3 (Spring 1974), 47-50.

Report on academic and labor programs of two urban middle schools visited.

2639. Prybyla, Jan S. "Secondary Education in China." CHINA REPORT, 10, 5-6 (September-December 1974), 114-21.
Reviews the system of secondary schools existing before 1966 and the criticism leveled against the full-time schools by Maoists during the Cultural Revolution. In 1974 found a pervasive undercurrent of anti-intellectualism.

2640. "Reforming Middle School Education." BEIJING REVIEW, 23, 35 (September 1, 1980), 5-6.
Combining vocational education with academic studies is part of the plan for improving secondary schools.

2641. Research Group in the Study on Ideal, Motive, and Interest of Adolescents. "The Study in Ideal, Motive, and Interest of Adolescents in School in Ten Provinces and Cities." ACTA PSYCHOLOGICA SINICA, 14, 2 (1982), 199-210.
Found adolescents to be highly idealistic. Called for education to arouse student motives and foster their idealism while sharpening their interests.

2642. "Revolution in Education in a City Middle School (Lanchow No. 5 Middle School)." CHINA RECONSTRUCTS, 18, 9 (September 1969), 14-17.
Work-study arrangements are shown as propaganda teams, during the Cultural Revolution, take control of Lanchow No. 5 Middle School, determined to end bourgeois intellectual influence.

2643. Shirk, Susan L. COMPETITIVE COMRADES: CAREER INCENTIVES AND STUDENT STRATEGIES IN CHINA. Berkeley: University of California Press, 1982.
Interviews with 31 secondary students supported the contention that ambitious young people, keenly sensitive to political pitfalls, prefer to concentrate on academic excellence. Except during the Cultural Revolution, China has rewarded educational achievement.

2644. Shirk, Susan L. "The 1963 Temporary Work Regulations for Full-Time Middle and Primary Schools: Commentary and Translation." CHINA QUARTERLY, 55 (July-September 1973), 511-46.

According to Mao, theory and practice are both indispensable. Individual differences are recognized, and stress is placed on the individual working with the teacher rather than the group. Criteria for teacher, students, and the administration are outlined.

2645. Stein, Annie. "Middle School No. 26, Peking, China." INTEGRATED EDUCATION: RACE AND SCHOOLS, 11, 2 (March-April 1973), 15-21.

Practical work is an integral part of the curriculum, planned and carried out with community cooperation. Middle school graduates' work experiences equip them for jobs in factories, on farms, or in the army.

2646. "Training More Capable People: Tungshan Middle School, Then and Now." CHINA PICTORIAL, 7 (1978), 8-11.

Tungshan Middle School was founded in 1913 to oppose the warlord who controlled education. The Party in 1925 opened a branch there. As a leading school after 1949, Tungshan (Kwangtung Province) in 1978 was designated a key middle school.

2647. "Urban Educational Revolution in Progress; a School Managed by Workers and Linked Up with a People's Commune and a PLA Unit." PEKING REVIEW, 12, 7 (February 14, 1969), 3-7.

Describes a factory-run secondary school in Lanchow City, Kansu Province.

Chapter 56

SOCIAL SCIENCES

2648. Binder, David. "Chinese Social Science Means to Study in America." NEW YORK TIMES, April 15, 1979, p. 18E, c. 1-3.

Chinese Academy of Social Sciences leaders visited the U.S. to gain ideas for modernizing China's mostly primitive economic system. They were introduced to research and policy study techniques at the Library of Congress and Brookings Institution and discussed with university and business leaders how to set up planning methodology and how to train managers.

2649. Braybrooke, George. "Recent Developments in Chinese Social Science, 1977-79." CHINA QUARTERLY, 79 (1979), 593-607.

An outline of renewed social sciences activity since 1976.

2650. Butterfield, Fox. "China Names a U.S. Expatriate to Social Science Academy Post." NEW YORK TIMES, March 18, 1980, p. 6, c. 3-4.

Sidney Rittenberg, in China since 1949 (and imprisoned 16 years), is the first foreigner named to advise the Academy of Social Sciences. The Academy (formed 1977) has helped formulate policy on economic changes, China's legal system, and international intellectual exchanges.

2651. Davis-Friedmann, Deborah. "China's Social Science Publications: Emerging Trends." Paper presented at the Annual

Meeting of the American Sociological Association, Toronto, August 1981. ERIC ED 209 141.
Describes social science journals published by China's leading universities. Articles are by faculty or graduate students in philosophy, social sciences, and the humanities. All articles comply with current Party orthodoxy. Investigative reports, half by students, used a slight data base, but author found a strong advocacy for future use of quantitative methods and statistical analysis.

2652. Freedman, Maurice. "Sinology and the Social Sciences: Some Reflections on the Social Anthropology of China." ETHNOS, 40, 1-4 (1975), 194-211.
Considers the history of the social sciences in China and modern social anthropology of China.

2653. Gupta, Krishna Prakash. "Society as a Factory: Maoist Approach to Social Sciences." CHINA REPORT, 8, 3 (May-June 1972), 36-58.
Argues that the social sciences are not strict academic disciplines. Instead, they study change as manipulated along Maoist lines and reflect China's highly structured social system.

2654. Kelly, D.A. "At Last, An Arena: Current Policies in Chinese Social Science." AUSTRALIAN JOURNAL OF CHINESE AFFAIRS, 2 (1979), 123-36.
Organizational structure of the Chinese Academy of Social Sciences. Offers brief academic sketches of its leaders, whose task, set by the Fifth National People's Congress, 1978, is to develop research in philosophy, economics, politics, military science, law, history, education, literary science, linguistics, ethnology, and religion.

2655. Li, An-che. SHIH-TI SHE-HUI TIAO-CH'A FANG-FA (Notes on the Necessity of Field Research in Social Science in China). YENCHING JOURNAL OF SOCIAL STUDIES, 1, 1 (June 1938), 122-27. In Chinese.

2656. Li, Ching-han. SHIH-TI SHE-HUI TIAO-CH'A FANG-FA (PRACTICAL METHODS OF SOCIAL RESEARCH IN CHINA). Peking: 1933. In Chinese.

Difficulties of social survey work and method successfully used in Ting-hsien when author headed the social survey work of the China Foundation and of Yenching University. He was also at Tsing Hua University.

2657. Li, S.K. "Social Sciences in Communist China." AMERICAN BEHAVIORAL SCIENTIST, 9, 8 (April 1966), 3-7.

Social sciences as studied in the West were virtually destroyed by the Communists. Social scientists have concentrated on indoctrinating the masses in the desired ideology.

2658. Mohanty, Manoranjan. "Between Truth and Revolution: Will China Opt For Detente Social Sciences?" CHINA REPORT, 17, 1 (January-February 1981), 17-27.

Questions whether China's use of the social sciences will be pragmatic and lead to modernization.

2659. "A Note on Some Recent Significant Developments in the Humanities and Social Sciences in the People's Republic of China." CENTER FOR CHINESE RESEARCH MATERIALS NEWSLETTER, 26 (October 1978).

Gives examples of academic activities of social scientists.

2660. Ogden, Suzanne P. "China's Social Sciences: Prospects for Teaching and Research in the 1980s." ASIAN SURVEY, 22, 7 (July 1982), 581-608.

From 1949 China officially denigrated the social sciences. The 1977 establishment of the Chinese Academy of Social Sciences marked a significant change. Social science must still serve politics. The Academy in 1982 had over 1,300 researchers in 23 institutes. Most prominent field is economics, especially political economics.

2661. "Social Science: Historian Reviews Zigzag Progress (Culture & Science)." BEIJING REVIEW, 22, 51 (December 21, 1979), 29-30.

Summary of historian Li Shu's report on "Thirty Years of China's Social Sciences."

2662. "Social Science Research Thrives." PEKING REVIEW, 21, 43 (October 27, 1978), 29.
About the types of research being undertaken by the new Chinese Academy of Social Sciences.

2663. Sterba, James P. "Peking Plans Tests for Research Posts." NEW YORK TIMES, December 6, 1979, p. 5, c. 1.
For the first time since 1949, nationwide competitive examinations were to be used in selecting research fellows for the Chinese Academy of Social Sciences, which in 1977 was separated from the Academy of Sciences.

2664. Yang, Cheng-fang. "The Social Sciences in China." INTERNATIONAL SOCIAL SCIENCE JOURNAL, 32, 3 (1980), 567-69.
To reverse Cultural Revolution's antiintellectualism and to strengthen social science research, the Chinese Academy of Social Sciences was formed in 1977, with 21 institutes covering a variety of areas. Fundamental principles guiding social science research include the integration of theory and practice and the encouragement of diverse viewpoints.

2665. Zhang, Wen. "Social Sciences: A Hundred Schools of Thought Contend." BEIJING REVIEW, 22, 14 (April 6, 1979), 9-14.
Historical background on the significance of and need for the policy of "letting a hundred flowers bloom" (freedom of research) among social scientists.

Chapter 57

SOCIOLOGY EDUCATION

2666. Anan'eva, M.I., and Liparit Sarkisovich Kiuzadzhian. "BOR'BA PROTIV BURZHUAZNOI SOTSIOLOGII V KITAE V 1957 G" (The Struggle Against Bourgeois Sociology in China in 1957). VESTNIK ISTORII MIROVOI KUL'TURY, 3 (May-June 1961), 115-26. In Russian.

2667. Arkush, R. David. FEI XIAOTONG AND SOCIOLOGY IN REVOLUTIONARY CHINA. Cambridge, MA: Harvard University Press, for Harvard Council on East Asian Studies, 1981.

Biographical study of leading sociologist who after 1949 held lesser and greater bureaucratic posts. Harshly criticized in the 1950s anti-rightist campaign and the 1960s Cultural Revolution, he was "rehabilitated" in 1972, headed the Central Institute for the Minorities, and, in the 1980s, again held high status.

2668. Cheng, Lucie, and A. So. "The Reestablishment of Sociology in the PRC—Toward the Sinification of Marxist Sociology." ANNUAL REVIEW OF SOCIOLOGY, 9 (1983), 471-98.

Analyzes the process of reestablishing sociology in 1979 as an academic discipline, reviews its pre-1949 roots and 1952 abolition, and explains the 1980s professional training, curriculum, and research.

2669. "Culture and Science: Social Sciences--Chinese Society of Sociology Founded." BEIJING REVIEW, 22, 13 (March 30, 1979), 29-30.

Describes the organization of the Chinese Society of Sociology led by President Fei Xiaotong and others.

2670. Daniels, Douglas F. "Can North American Sociology Be Applied to China?" MONTHLY REVIEW, 34, 7 (December 1982), 19-30.

Though Communists in 1952 closed sociology departments, sociological activities have continued—particularly concerning minorities. Suggests that U.S. sociology, lacking a unified theory, might have adverse effects in the Chinese context.

2671. "Education." Quarterly Chronicle and Documentation. CHINA QUARTERLY, 86 (July 1981), 391.

Sociology courses, suspended in 1952, were revived at Peking University and elsewhere, concentrating on youth, schooling, crime, employment, and marriage.

2672. Freedman, Maurice. "Sociology in China: A Brief Survey." CHINA QUARTERLY, 10 (April-June 1962), 166-73.

Pre-1949 sociology and anthropology were a single field. Communists split them, denounced sociology, and assigned anthropologists to study customs, languages, and folklore of minorities in an effort to win non-Han political support.

2673. Hallgren, Claes. "Anthropology and Sociology in China: A Review Article." ETHNOS, 46, 3-4 (1981), 263-273.

Review of two essential books about the status and struggles of sociology in China: Wong Siu-lun, SOCIOLOGY AND SOCIALISM IN CONTEMPORARY CHINA (Routledge and Kegan Paul, 1979) (see entry 2690) and James P. McGough, THE DILEMMA OF A CHINESE INTELLECTUAL: FEI HSIAO-T'UNG (Sharpe, 1979), see entry 240.

2674. Hazard, Barbara. "Marxist Sociology in China: Recent Developments and Future Trends." SOZIOLOGIE, 2 (1983), 105-36.

Sociology, banned in 1952, in 1979 was reinstated at universities and research institutes as "Marxist sociology." Its goal was to examine social reality critically, but its future was uncertain.

2675. Hsu, Leonard S. "Sociological Training in China." SOCIOLOGY AND SOCIAL RESEARCH, 14, 3 (January-February 1930), 211-20.

A call for establishing sociology departments in universities as one way to reconstruct the Chinese social order.

2676. Hsu, Leonard S. "The Teaching of Sociology in China." CHINESE SOCIAL AND POLITICAL SCIENCE REVIEW, 11, 3 (July 1927), 373-89.

2677. King, Ambrose Y. "The Development and Death of Chinese Academic Sociology." MODERN ASIAN STUDIES, 12, 1 (1978), 37-58.

Academic sociology, widely accepted between 1900-49, was eliminated by the Communists for being a capitalist tool against Marxist idealism.

2678. Lung, Kwan-hai. "The Prospect of Urban Sociology in China." NATIONAL TAIWAN UNIVERSITY JOURNAL OF SOCIOLOGY, 8 (April 1972), 13-17.

Urban sociology as an academic discipline has been ignored. With more cities of continuous existence than any other country, China needs urban studies to extend knowledge of cities in general and to help construct new theories of Chinese urban communities in particular.

2679. Newell, William Hare. "Modern Chinese Sociologists." SOCIOLOGICAL BULLETIN, 1, 2 (1952), 89-94.

With the future of sociology uncertain, praises pre-1949 sociologists and institutions doing sociological study. The most influential Western sociologist was Malinowski (London School of Economics), whose most famous Chinese graduates were Fei Hsiao-t'ung and Francis K. Hsü.

2680. O'Hara, Albert Richard. "Chinese Reflections on the Focus of Sociology." NATIONAL TAIWAN UNIVERSITY JOURNAL OF SOCIOLOGY, 9 (July 1973), 32-36.

Traces the history of sociology; mentions Mencius' description of the human relations of prince-subject, husband-wife, father-son, brother-younger brother, and friend-friend.

2681. O'Hara, Albert Richard. "Recent Development of Sociology in China." AMERICAN SOCIOLOGICAL REVIEW, 26, 6 (December 1961), 928-29.

Contends that sociology no longer exists in China. All sociology departments were abolished after Mao took power.

2682. O'Hara, Albert Richard. "A Report on the Development of Sociology in China Since Its Political Division." JOURNAL OF THE HISTORY OF THE BEHAVIORAL SCIENCES, 15, 4 (October 1979), 340-45.

The Communists abolished sociology as a separate field of study in mainland universities, allowing it to be taught only as an interdisciplinary subject.

2683. O'Hara, Albert Richard. "Sociology in China Again." AMERICAN SOCIOLOGICAL REVIEW, 28, 1 (February 1963), 134.

Responding to questions raised by H. Yüan Tien (entry 2686), author argues that sociology in the Western sense of free thought does not exist in China despite the work of such scholars as Fei Hsiao-tung and Wu Ch'ing-chao.

2684. Pankhurst, Jerry G. "Factors in the Post-Stalin Emergence of Soviet Sociology." SOCIOLOGICAL INQUIRY, 52, 3 (Summer 1982), 165-83.

Although mainly on U.S.S.R. sociology, a brief evaluation of Chinese sociology in the early 1980s is related to the Marxist-Leninist ideology as interpreted by Chinese Communist leaders.

2685. Skinner, George William. "The New Sociology in China." FAR EASTERN QUARTERLY, 10, 4 (August 1951), 365-71.

Written before the Communists abolished sociology departments. China's sociologists accepted enthusiastically the 1949 Communist government and complied with the 1950 recommendation that sociology department have four specialties (theory, ethnology, internal affairs, and labor) and train mainly government personnel.

2686. Tien, H. Yüan. "Is Sociology Dead in Communist China?" AMERICAN SOCIOLOGICAL REVIEW, 27, 3 (June 1962), 413-14.

Differs with some interpretations in Albert Richard O'Hara, "The Recent Development of Sociology in China," AMERICAN SOCIOLOGICAL REVIEW, 26, 6 (December 1961), 928-29 (entry 2683). Doubts that all sociological books were destroyed during the Communist takeover. Comments on particular sociologists in Communist China.

2687. Todoroić, Mirjana. "Sociology in China Prior to the Revolution." SOCIOLOSKI PREGLED, 16, 4 (1982), 75-86. In Serbo-Croatian.

By 1934 China had 41 universities with sociology departments. U.S., other Western, and Marxist influences are discussed.

2688. Uberoi, Patricia. "Trends in the Sociology and Anthropology of Modern China." CHINA REPORT, 10, 5-6 (1974), 38-49.

Describes pre-1949 professional sociology and anthropology and their repudiation by the Communists.

2689. Wong, Siu-lun. "Social Enquiries in the People's Republic of China." SOCIOLOGY, 9, 3 (September 1975), 459-76.

Sociology as an academic field grew in the 1930s and 1940s but was abolished, 1952. When in 1957 sociologists sought a revival and tried to form an opposition party, their drive was called a bourgeois plot. Social research continued, however, guided by Maoist theories of contradictions and by national interest. Areas studied included minorities, the family, and village life.

2690. Wong, Siu-lun. SOCIOLOGY AND SOCIALISM IN CONTEMPORARY CHINA. Boston: Routledge and Kegan Paul, 1979.

The first Chinese translation of a Western sociological work in 1897 presaged the twentieth century growth of sociology and the 1930 founding of the Chinese Sociological Society. After 1949, most sociologists stayed in China only to have departments of sociology abolished in 1952. However, practical research, especially ethnographical studies of

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minorities, continued. Concludes that sociology will grow in importance but its precise form cannot be foreseen. See entry 2673.

2691. Young, L.C. "Mass Sociology: The Chinese Style." AMERICAN SOCIOLOGIST, 9, 3 (August 1974), 117-25. Before the Communist takeover, sociology was fairly highly developed. Despite abolition of sociology departments (1952), various groups conduct social investigations which use sophisticated sociological reasoning.

Chapter 58

SPECIAL EDUCATION: GIFTED, HANDICAPPED (BLIND)

2692. Anderson, G.A. "The Braille Literature Association." CHINESE RECORDER, 63, 8 (August 1932), 493-97.

Describes work in 40 schools for the blind with over 1,000 pupils.

2693. "Books For the Blind." PEKING REVIEW, 9, 4 (January 21, 1966), 31.

Two government publishers produce Braille books used in the 300 schools and institutes for the blind.

2694. Ching, Lucy. ONE OF THE LUCKY ONES. New York: Doubleday, 1982.

Autobiography of a blind girl's struggle for education before and after the 1949 revolution.

2695. Chung, S. "Helping Mentally Handicapped Children to Learn." INTERNATIONAL CHILD WELFARE REVIEW, 42 (September 1979), 31-34.

Describes good results from nine experimental classes for mentally handicapped in Shanghai, first such classes in China. The program builds mutual trust between teacher and child and teachers and parents.

2696. "Factory of the Handicapped." REHABILITATION WORLD, 2, 1 (Winter 1976), 20, 40.

Report on a Peking factory employing handicapped and the kindergarten facilities available for their children.

2697. Gaume, Jean-Pierre. "The Child and His Surroundings." INTERNATIONAL CHILD WELFARE REVIEW, 30-31 (September-December 1976), 19-40.

After four China visits, 1973-76, describes detection, education, and social integration of blind and partially blind students; gives history of the Shanghai School for the Blind. Detection is undertaken only in the first years of schooling. Handicapped persons are fitted into the normal work force.

2698. Hittman, Stephan. "China's Approach to Mental Retardation." Paper presented at the World Congress on Future Special Education, Stirling, Scotland, June 1978. ERIC ED 157 346.

The mentally retarded are usually integrated as useful laborers into China's predominantly rural economy. Families are responsible for their education and care.

2699. Hittman, Stephan. "Special Education in the People's Republic of China." Paper presented at the Council for Exceptional Children, International Conference, Atlanta, April 1977. ERIC ED 139 206.

Relates special education to family structure and discusses emphasis on non-labeling and integration of the handicapped.

2700. Kay, Helen. "Education of Blind Children in China." JOURNAL OF VISUAL IMPAIRMENT AND BLINDNESS, 72, 3 (March 1978), 99-102.

Skip rope is used as developmental tool for visually handicapped children. Shanghai Municipal School for Blind Children and the Peking School for the Blind are described.

2701. Kyle, Jim. "Special Report: Deaf Education in China--Deaf Child's Link of Chain of School, Work and Community." TALK, 111 (Spring 1984), 10-13.

Found that 290 of China's 300 special schools in 1981 served deaf children. Absence of hearing aids and other equipment and of standardized testing hampered programs. Educational opportunities were limited and teacher-pupil ratio poor (1:15).

2702. Marshall, George H. "A Visit to China." NEW BEACON, 64, 759 (July 1980), 169-72.
Praises schooling and services for blind students despite poorly equipped workshops, hospitals, and welfare homes.

2703. Pascoe, S. "A Chance for the Disabled?" CHINA NOW, 99 (November-December 1981), 14-15.
At one factory for the disabled, the factory gave not only jobs but also political education.

2704. Robinson, Nancy M. "Mild Mental Retardation: Does it Exist in the People's Republic of China?" MENTAL RETARDATION, 16, 4 (August 1978), 295-99.
Describes education, prevention, and health care for the mildly mentally retarded who, in the author's view, can cope better in a developing nation like China than in a technologically sophisticated society.

Chapter 59

STATISTICS, EDUCATIONAL

2705. Chen, Nai-Ruenn. CHINA'S ECONOMY AND FOREIGN TRADE, 1978-81. U.S. Department of Commerce, International Trade Administration. Washington, DC: Government Printing Office, 1982.

Includes data on numbers of scientists, higher learning institutes, and student enrollment by educational level.

2706. Chen, Theodore H.E. "Education for the Chinese Revolution." CURRENT HISTORY, 32, 185 (January 1957), 43-48.

Communists are using education as indoctrination. Between 1949-56 primary school enrollment more than doubled, secondary enrollment rose from 1.5 million to almost 4 million, and higher education enrollment rose from 120,000 to 292,000. Spare-time education for peasants and workers, begun in 1950, enrolled almost three million by December 1955.

2707. China, People's Republic of. State Statistical Bureau. "Statistical Work in New China." STATISTICAL REPORTER, 80-6 (March 1980), 133-42.

Table includes numbers of educational facilities and enrollments.

2708. Cowen, Robert. INTERNATIONAL YEARBOOK OF EDUCATION, VOL. XXXIII-1981. Paris: UNESCO, 1981.

Page 184 chart on China contains partial statistics on school enrollments at all levels, by sex, and entrance age for each level for 1970, 1975, 1977, and 1978.

2709. "Culture and Education." Quarterly Chronicle and Documentation. CHINA QUARTERLY, 82 (June 1980), 376-79.

Dramatists and artists' conference, 1980, urged academic freedom. Intellectuals were receiving favorable treatment to gain their support for the Four Modernizations. Article mentions 25 million intellectuals, 90 percent of them school graduates, of whom six million were scientific and technical workers. Also cites 1980 school statistics.

2710. "Culture, Education, and Science and Technology." Quarterly Chronicle and Documentation. CHINA QUARTERLY, 81 (March 1980), 168-70.

Cites China's more than 200 newspapers and 1,200 journals, 98 million combined circulation, and 142 publishing houses. Gives 1979 school statistics and says that about 120 million people under age 45 were illiterate. Includes report on science and technology involved in China's 1979 launching of long-range rockets.

2711. "Education and Culture (Including the Question of Intellectuals)." Quarterly Chronicle and Documentation. CHINA QUARTERLY, 93 (March 1983), 190-92.

Minister of Education He Dongchang called for universal primary education. Noted that full-time college enrollment doubled, 1976-81. Gives 1981 school statistics and comparison per 100,000 people of those at various school levels during 1964 and 1982.

2712. "Education." Quarterly Chronicle and Documentation. CHINA QUARTERLY, 83 (September 1980), 617-18.

Conference shows need for more vocational/technical education in Peking senior high schools. Because fewer than ten percent of those in senior secondary school can go to university, more vocational training would help school leavers secure jobs. Also, China has 113 medical colleges with over 126,000 students and 2,731 graduate students, with 30,000 teaching staff, including 1,400 professors and 9,600 lecturers.

2713. "Education." Quarterly Chronicle and Documentation. CHINA QUARTERLY, 84 (December 1980), 811-12.

Standards announced for admitting new students to key higher education institutes for 1980-81. Statistics for 1979-80: 1.72 million in higher education, 6.1 million in secondary education, 30 million in spare-time education, and 22 million peasants in literacy classes.

2714. "Education." Quarterly Chronicle and Documentation. CHINA QUARTERLY, 100 (December 1984), 908-09.
Includes 1983 enrollment statistics at all education levels and gives 35-year totals: over 4 million completed university and about 30,000 studied abroad.

2715. Emerson, John Philip. NONAGRICULTURAL EMPLOYMENT IN MAINLAND CHINA: 1949-1958. International Population Statistics Reports, Series P-90, No. 21. Washington, DC: Government Printing Office, 1965.
Employment data, uneven in reliability, have been heavily political. Education statistics show that after 1949 secondary and higher education grew initially. By 1961 China had 3,185,000 teachers (135,000 higher education; 550,000 secondary education; and 2,500,000 primary education, many of the latter poorly trained).

2716. "Facts and Figures." CHINESE YOUTH BULLETIN, 4, 7 (July 1984), 23. Education statistics for 1981-83: 29 doctorate degrees and 18,143 master's degrees awarded. 1983 enrollment included 37,100 post-graduate education, 1,207,000 undergraduate education, 926,000 adults in higher education, 46,873,000 secondary (all programs), 135,780,000 elementary, and 8,172,000 adults in elementary education.

2717. THE FAR EAST AND AUSTRALASIA 1981-82: A SURVEY AND DIRECTORY OF ASIA AND THE PACIFIC. London: Europa Publications, 1981.
Statistical survey on China includes 1978-80 enrollment figures for pre-primary, primary, middle, and secondary technical schools as well as higher education.

2718. Hsueh, H.T. "Statistical Summaries of Chinese Education." BULLETINS ON CHINESE EDUCATION, 2, 16 (1923), 1-54.

2719. "PRC Achievements in 35 Years (2)." CHINESE YOUTH BULLETIN, 4, 11 (November 1984), 12.
Enrollment at each school level rose from 1949 to 1983 as follows: primary school, 24.39 million to 135.78 million; secondary, 1.04 million to 43.98 million; polytechnic, 230,000 to 1.14 million; and college and university, 120,000 to 1.207 million.

Chapter 60

STUDENT MOVEMENTS AND STUDENT-LED REVOLTS

2720. All-China Students Federation. THE TWENTIETH NATIONAL CONGRESS OF THE ACSF. (MAIN DOCUMENTS). Peking: All-China Students Federation, 1983.
Includes two speeches, the ACSF constitution, officers, historical summary, and background information on the student movement since the May 4 Movement of 1919.

2721. Borthwick, Sally. "Students and Revolutionary Culture in Late Qing Schools." PAPERS ON FAR EASTERN HISTORY, 19 (1979), 91-109.
After 1898, schools, though being modernized, limited students' personal freedom. Spurred by such restrictions, by Japan's political radicalism, and by the Manchu government's concession to foreign powers, student radicals were a major cause of the Ch'ing dynasty's fall, 1911.

2722. Ch'ao, Lin. "TUI TI-KUO CHU-I WEN-HUA CH'IN-LÜEH CHIH YU I K'ANG-I—YA-LI PA-K'O SHIH-CHIEN" (Another Protest Against the Cultural Invasion of Imperialism—the Strike at Yale in China). THE GUIDE WEEKLY, 96 (December 1924), 806-07. In Chinese.
Students' strikes at Yale-in-China (December 22, 1924) were protests against imperialists' cultural invasion.

2723. Chen, Theodore H.E. "The Educational Crisis in China." EDUCATIONAL ADMINISTRATION AND SUPERVISION, 34, 8 (December 1948), 468-78.

Cites need for improved educational standards. Schooling is greatly threatened by a deteriorating economy and by students and faculty who, frustrated by the status quo, often join strikes and mass demonstrations.

2724. Ch'en, Tu-hsiu. "SHOU-HUI CHIAO-YÜ CH'ÜAN" (To Reclaim the Right of Education). THE GUIDE WEEKLY, 74 (July 1924), 589. In Chinese.

Editorial response to Canton students' movement to "return the right of education to the Chinese," inspired by Turkey's closing U.S.-run schools.

2725. CHINESE STUDENTS AND THE COUNTRY'S STRUGGLE. London: China Campaign Committee, 1943.

Explains the tradition of expecting students and scholars to provide political leadership. Reviews the students' drive for reform in 1898, 1905, 1911, 1915, 1917, 1919, and their opposition to Japan, especially after the 1931 invasion of Manchuria.

2726. Doolin, Dennis J. COMMUNIST CHINA: THE POLITICS OF STUDENT OPPOSITION. Stanford, CA: Hoover Institution, 1964.

Two speeches a Peking university student made during the "Hundred Flowers" campaign attacking Party abuses.

2727. Freyn, Hubert. PRELUDE TO WAR: THE CHINESE STUDENT REBELLION OF 1935-1936. Shanghai: China Journal Publishing Co., 1939.

Life at Yenching University, Peking, where author went in 1935 to study Chinese drama; the beginning of the "December 9 Movement" to protest Japan's advances; and subsequent anti-Japanese student unrest. Combines research findings about twentieth century politics and education with personal observations.

2728. Hirano, Tadashi. "JŪNIKU UNDŌ GO NO GAKUSEI UNDŌ TO TŌITSU SENSEN NI OKERU FUTATSU NO HŌKŌ" (The Student Movements after the December 9 Movement and the Two Courses of the United Front). SHIGAKU ZASSHI, 85, 12 (1976), 1-40. In Japanese.

2729. Israel, John Warren. "Reflections on the Modern Chinese Student Movement." DAEDALUS, 97, 1 (Winter 1968), 229-53.

From 1895 onward China's students were caught in the vacuum created by the breakdown of the Confucian order. Changes were too vast to fit the pragmatic designs of John Dewey and Hu Shih. Such foreign ideas as democracy, science, anarchism, and communism inflamed youth, and universities became breeding grounds for revolution. Communism offered students an attractive blend of the modern and the traditional, a total world view. But Chiang Kai-shek's regime vacillated between reform and force in student affairs. In the late 1940s, the student movement helped promote Communist victory.

2730. Israel, John Warren. STUDENT NATIONALISM IN CHINA, 1927-1937. Stanford, CA: Stanford University Press, 1966.

The period, 1927-1937, saw Communists expelled from the Kuomintang (KMT) and Chiang Kai-shek fighting a civil war against them while the Japanese spread their control westward and southward from Manchuria. Although fewer than ten percent of students were active politically, their Communist and KMT leaders could rally thousands in a crisis. Students protested issues which the censored press ignored. They helped bring the KMT to power (1927), but their relationship to the KMT changed, 1927-37.

2731. Israel, John Warren, and Donald W. Klein. REBELS AND BUREAUCRATS: CHINA'S DECEMBER 9ERS. Berkeley: University of California Press, 1976.

Examines the movement begun December 9, 1935, when Peking college and high school students protested Chiang Kai-shek's appeasement policies and Japan's aggression. Biographies of participants, many of whom became entrenched Communist leaders (though Communists did not control the December 9 Movement). Traces participants through the

Cultural Revolution, when they were condemned as conservative "capitalist roaders." Many of the less prominent have since held important posts in education and other fields.

2732. Iwamura, Michio. CHŪGOKU GAKUSEI UNDO-SHI (HISTORY OF THE CHINESE STUDENT MOVEMENT). Tokyo: 1949. In Japanese.

2733. Joshi, Gopa. "The Role of Students in the Chinese Revolutionary Movement, 1919-49." CHINA REPORT, 9, 1 (1973), 23-31.

During 1919-49 more students supported the Communists than supported the Kuomintang because Communists wooed them and protected national sovereignty by fighting the Japanese while the KMT avoided such confrontation.

2734. Kiang, Wen-han. THE CHINESE STUDENT MOVEMENT. New York: King's Crown Press, 1948.

History and ideological background of the student movement, distinguishing four periods: the Chinese Renaissance, the Revolt against Religion, the Nationalist Revolution, and the United Front against Japan.

2735. Ku, Hung-ting. "Urban Mass Movement: The May Thirtieth Movement in Shanghai." MODERN ASIAN STUDIES, 13, 2 (1979), 197-216.

Students led in the 1925 Shanghai movement which opposed Western power and supported labor unions.

2736. Louie, Genny, and Kam Louie. "Reports from China: The Role of Nanjing University in the Nanjing Incident." CHINA QUARTERLY, 86 (June 1981), 332-48.

Nanjing University students in April 1976 led protests against the Gang of Four which spread northward to Peking.

2737. Lutz, Jessie G. "The Chinese Student Movement of 1945-1949." JOURNAL OF ASIAN STUDIES, 31, 1 (November 1971), 89-110.

Concerned with national unity and prosperity, students during 1945-49, influenced by the Communists, changed from specific protests against the Kuomintang to a determined drive for its overthrow.

2738. Lutz, Jessie G. "December 9, 1935: Student Nationalism and the China Christian Colleges." JOURNAL OF ASIAN STUDIES, 26, 4 (1967), 627-48.

Leadership by Yenching University students of the brief but intense attack on the Kuomintang for appeasing Japan after Japan established the North China autonomous region.

2739. Pepper, Suzanne. "The Student Movement and the Chinese Civil War, 1945-49." CHINA QUARTERLY, 48 (October-December 1971), 698-735.

Student demonstrations, 1945-49, primarily opposed civil war and favored a Nationalist-Communist coalition. The Communists gave only guarded approval and by no means controlled student demonstrations.

2740. Rankin, Mary Backus. EARLY CHINESE REVOLUTIONARIES: RADICAL INTELLECTUALS IN SHANGHAI AND CHEKIANG, 1902-11. Cambridge, MA: Harvard University Press, 1971.

Background and influences of students and scholars who fomented the 1911 Revolution, which led to the May 4th Movement of 1919, the anti-Japanese agitation of the 1930s, and the triumph of Mao's communist state.

2741. Walker, Richard L. "Students, Intellectuals, and the 'Chinese Revolution.'" THE STRATEGY OF DECEPTION: A STUDY IN WORLDWIDE COMMUNIST TACTICS. Edited by Jeane J. Kirkpatrick. New York: Farrar, Straus, 1963, pp. 87-108.

Students and intellectuals, adopting such Western values as national independence, unity, and equality, opposed both Western domination and traditional indigenous authority. Communists from the 1920s onward won support from many intellectuals and students by successfully reflecting the goals of nationalism and progress.

2742. Yip, Ka-che. "The Chinese Student Movement, 1920-28: A Preliminary Study." MONTCLAIR JOURNAL OF SOCIAL SCIENCE AND HUMANITIES, 3, 1 (1974), 42-54.

Students challenged all wielders of power on and off campus, 1920-28, and were often harshly repelled. Increasingly they became part of the rising national consciousness and political party activities. But their lack of power often caused disillusionment.

2743. Yip, Ka-che. RELIGION, NATIONALISM, AND CHINESE STUDENTS: THE ANTI-CHRISTIAN MOVEMENT OF 1922-1927. Bellingham: Center for East Asian Studies, Western Washington University, 1980.

Argues that student movements, even in China, are inherently weak. During the 1920s the student movement veered progressively to the left, helped reduce missionary power, and increasingly was controlled by the two major political parties.

2744. Yip, Ka-che. "Student Nationalism in Republican China, 1912-1949." CANADIAN REVIEW OF STUDIES IN NATIONALISM, 9, 2 (1982), 247-81.

Students, important in modern reforms, used lectures, demonstrations, and mass media to bring about political change.

2745. Yip, Ka-che. "Warlordism and Educational Finances, 1916-1927." PERSPECTIVES ON A CHANGING CHINA: ESSAYS IN HONOR OF PROFESSOR C. MARTIN WILBUR ON THE OCCASION OF HIS RETIREMENT. Edited by Joshua A. Fogel and William T. Rowe. Boulder, CO: Westview Press, 1979, pp. 183-95.

Modernization was slow because education received little money from warlords, 1916-27, who funded military activity. Students' and teachers' concern about poor education conditions hastened their support for Nationalist and Communist parties' education policies.

See also Chapter 15, CULTURAL REVOLUTION: RED GUARDS.
Chapter 37, MAY 4TH MOVEMENT: 1919.
Chapter 71, YOUTH: ORGANIZATIONS, PROBLEMS, CRIME.

Chapter 61

STUDY ABROAD: STUDENT AND ACADEMIC EXCHANGES, FOREIGN STUDENTS IN CHINA, CHINESE STUDENTS ABROAD

2746. "African Students Cite Bias." DOMINION POST (Morgantown, WV), July 19, 1979.
Arab and African students in Peking and Shanghai charged their hosts with racism because of rules prohibiting dating and other contact with Chinese students.

2747. Arnold, Julean H. "Educating Chinese in America." CHINA WEEKLY REVIEW, 24 (April 21, 1923), 272-74.
Commercial attaché, U.S. embassy, Peking, asks whether it pays to send Chinese students to the U.S. for collegiate training.

2748. Arnold, Julean H. "Educating Chinese Students Abroad." CHINA WEEKLY REVIEW, 37 (August 14, 1926), 266.
Argues that education for Chinese sent to the U.S. should provide practical courses and technical training.

2749. Barendsen, Robert D., ed. THE ENGLISH LANGUAGE TEST USED BY THE PEOPLE'S REPUBLIC OF CHINA IN SELECTING CANDIDATES FOR STUDY ABROAD IN 1978-79. Washington, DC: U.S. Department of Education, 1980. ERIC ED 198 736.
English-language portion of the test China used to select first candidates for coming to the U.S. under the official exchange agreement. Gives background on the test and the scoring system.

2750. Bates, Lesley R. "These Likeable Chinese." ASIA, 45, 12 (December 1945), 575-77.

A Los Angeles English professor tells of teaching English to Chinese Air Force trainees in the U.S.

2751. Beers, Burton F. "Americans in China? Some Historical Perspectives on a Contemporary Enthusiasm." SOUTH ATLANTIC QUARTERLY, 74, 1 (1975), 1-11.

Despite large U.S. role in taking Western education to China (over 7,000 Chinese obtained higher education in the U.S. by 1940), China came to deplore such activities as cultural imperialism and encroachment on her sovereignty.

2752. Blumenthal, Peggy. AMERICAN STUDY PROGRAMS IN CHINA: AN INTERIM REPORT CARD. Washington, DC: U.S.-China Education Clearinghouse, 1981. ERIC ED 214 447.

Study programs for U.S. undergraduates and graduate students in China, 1980-81, based on interviews with students and Chinese administrators at institutions involved. Includes general curricula, language classes, research difficulties, field research, and university administration.

2753. Branscomb, Lewis M. "Scholars Building a Two-Way Street to China." Letter to Editor. NEW YORK TIMES, February 26, 1979, p. 18.

Negotiations for scholarly exchanges that permit U.S. experts to assist China in social sciences, humanities, and science.

2754. Brown, Harrison. "Scholarly Exchanges with the People's Republic of China." SCIENCE, 183 (January 11, 1974), 52-54.

Describes a program for exchange of scholars between the U.S. and China.

2755. Butterfield, Fox. "China Sending Party Workers to Villages in New Indoctrination Drive." NEW YORK TIMES, May 15, 1980, p. 8, c. 3-6.

Despite tightening internal discipline, China's leaders did not interfere with scientists, scholars, and students going abroad to study, considered the cornerstone of the modernization drive.

2756. Byrnes, Robert F. "When the Academic Door to Peking Opens." FREEDOM AT ISSUE, 12 (1972), 6-7, 20-21.
Foresees a slow process in establishing formal U.S.-China academic exchanges.

2757. "Carry Forward Internationalism and Promote Friendship and Solidarity with Foreign Students Studying in China: Resolution Adopted at the Second Session of the 20th Presidium of the All-China Students' Federation." CHINESE YOUTH BULLETIN, 4, 10 (October 1984), 3-4.
Calls for warm relations with foreign students, especially those from third world countries, regardless of nationality, race, color, or religious belief.

2758. Chen, Theodore H.E. "All Is Not Lost in China." EDUCATIONAL RECORD, 30, 4 (October 1949), 478-86.
Despite Communists in power in China, past U.S. contribution to education there will be lasting. If future educational and cultural opportunities arise, they should be used and social sciences should be stressed.

2759. Chen, Theodore H.E. "America in the Eyes of Chinese Students." EDUCATIONAL FORUM, 13, 3 (March 1949), 293-300.
Problems with language, food, housing, customs, and racial prejudice make adjustment to U.S. life difficult. However, sound guidance and concern for Chinese (and other) foreign students in the U.S. can build long-lasting understanding.

2760. Chen, Theodore H.E. "Government Encouragement and Control of International Education in Communist China." GOVERNMENTAL POLICY AND INTERNATIONAL EDUCATION. Edited by Stewart E. Fraser. New York: Wiley, 1965, pp. 111-33.

By 1957 Communist China had sent over 7,000 students abroad for study, most to the U.S.S.R., where the Chinese Embassy closely supervised them. China received students from mainly Asia and Africa in the 1950s and early 1960s (fewer than 2,000 annually), many of whom objected to being isolated from Chinese students. Overseas Chinese students also protested their lack of freedom.

2761. Chen, Theodore H.E. "Student Exchanges in Communist China." COLLECTED DOCUMENTS OF THE FIRST SINO-AMERICAN CONFERENCE ON MAINLAND CHINA. Taipei: Institute of International Relations, 1971, pp. 325-46.

Topics: Chinese students studying abroad (during 1950-60 an estimated 38,000 students, scientists, technicians, and workers were trained in the U.S.S.R.); foreign students in China (they studied mainly in Peking and were isolated from Chinese students); and overseas Chinese youth (1955-60, 8,000 to 10,000 arrived annually in China to study).

2762. China Institute in America. Committee on Survey of Chinese Students in American Colleges and Universities. A SURVEY OF CHINESE STUDENTS IN AMERICAN UNIVERSITIES AND COLLEGES IN THE PAST ONE HUNDRED YEARS. New York: China Institute in America, 1954.

Historical background and statistical data on various aspects of Chinese student life in the U.S.

2763. "Clash Between Chinese and Foreign Students in Shanghai Settled." BEIJING REVIEW, 22, 31 (August 3, 1979), 7.

In July 1979, 19 foreign students and 24 Chinese were injured in fighting after a foreign student defied a Chinese student's request that he turn down his radio. Foreign embassy personnel helped settle the dispute. All authorities announced plans to prevent such future unrest.

2764. Fairbank, Wilma. AMERICA'S CULTURAL EXPERIMENT IN CHINA, 1942-49. CULTURAL RELATIONS PROGRAMS OF THE U.S. DEPARTMENT OF STATE: HISTORICAL

STUDIES, NUMBER 1. Washington, DC: Government Printing Office, 1976. ERIC ED 150 050.
History of cultural exchanges between the U.S. and China, 1942-49.

2765. Fields, Cheryl M. "Broader Scholarly Exchange Proposed for U.S., China." CHRONICLE OF HIGHER EDUCATION, 17, 21 (February 5, 1979), 6.
Reacting to Vice-Premier Teng and President Carter's scholarly exchange agreement, Harvard historian John King Fairbank insisted that U.S. scholars need extended time and freedom to work in the Chinese countryside, where more than 80 percent of the people live.

2766. "First Chinese Scholars Here, Brushing Up on English." CHRONICLE OF HIGHER EDUCATION, 17, 19 (January 22, 1979), 2.
The first 52 of about 500 scholars and scientists expected by September began English language study at American University and Georgetown University. Most will do postdoctoral study.

2767. Francke, Claudia. "A German Student in China." CHINA NOW, 77 (March-April 1978), 35-37.
German woman at Peking University, 1974-76, describes her life and studies.

2768. Fraser, Stewart E. "China's International, Cultural, and Educational Relations: With Selected Bibliography." COMPARATIVE EDUCATION REVIEW, 13 (February 1969), 60-87.
About Chinese students abroad for education pre-and post-1949, with special attention to incidents during the Cultural Revolution as a result of student activity in Hungary, France, Iraq, and Czechoslovakia. The educational relationship between the Chinese and Soviet Communists is also discussed.

2769. Fraser, Stewart E. "Communist Education and Visiting Educators--Contrasts in Russian and Chinese Policy." JENNINGS SCHOLAR LECTURES 1966-67. Cleveland:

Educational Research Council of Greater Cleveland, 1968, pp. 145-65.
Policies toward students, educators, and visiting scholars in educational and cultural exchanges between China and the Soviet Union.

2770. Goldman, Rene. "The Experience of Foreign Students in China." GOVERNMENTAL POLICY AND INTERNATIONAL EDUCATION. Edited by Stewart E. Fraser. New York: Wiley, 1965, pp. 135-40.
In the 1950s China received many high school graduates from North Korea, Vietnam, and elsewhere for up to seven years' study, and a smaller number of postgraduates for shorter periods. Isolated from the Chinese, they lived comfortably, but many resented their politicized education.

2771. Gottschang, Karen Turner. CHINA BOUND: A HANDBOOK FOR AMERICAN STUDENTS, RESEARCHERS AND TEACHERS. Washington, DC: National Association for Foreign Student Affairs, 1981. ERIC ED 207 887.
Has information about higher education, teaching, and research conditions.

2772. Hawkins, John N. "Educational Exchanges and the Transformation of Higher Education in the People's Republic of China." BRIDGES TO KNOWLEDGE: FOREIGN STUDENTS IN COMPARATIVE PERSPECTIVE. Edited by Elinor G. Barber et al. Chicago: University of Chicago Press, 1984, pp. 19-31.
U.S.-China academic exchange based on 1978 agreement and Chinese government's pragmatic intent to modernize. Over 2,000 government-sponsored Chinese were in 33 nations (1979), mainly U.S. (6,000 students in over 300 higher education institutions, 1981), West Germany, England, France, and Japan—with 20,000 projected by 1985.

2773. Hayhoe, Ruth. "A Comparative Analysis of Chinese-Western Academic Exchange." COMPARATIVE EDUCATION, 20, 1 (1984), 39-56.

Academic exchange in the 1980s is a deliberate Chinese political decision, is funded mainly by international agencies (e.g., World Bank), retains Chinese autonomy, is not likely to modify current Chinese education, but may have some unintended future consequences. Covers Chinese policies of educational exchange; and exchange relations with France, Britain, West Germany, U.S., Japan, and Canada.

2774. Hirata, Lucie Cheng. "Novelists and Social Scientists: A Study of Social Typing in China." PACIFIC SOCIOLOGICAL REVIEW, 15, 4 (October 1972), 483-94.

Analyzed 112 novels and 66 essays by Chinese novelists and social scientists, 1917-48, to identify how they treated Chinese returned from foreign study. Found that the returned student's occupation was most often given. Concluded that the writers considered one's occupation to be a more powerful determinant of behavior than one's social origins.

2775. Ho, Liou. "SITUATION ACTUELLE DE LA CULTURE FRANÇAISE DANS LA RÉPUBLIQUE DE CHINE" (The Present Situation of French Culture in the Republic of China). ANNALES FRANCO-CHINOISES, 4, 15 (1930), 25-37. In French.

Describes Chinese students in France from 1901, one of whom, Li Yu-ling, established the Chinese Society of Rational French Education in Peking, 1912. Also describes Franco-Chinese University of Peking, 1920.

2776. Hoyt, Terry. "Andover's Opening to China Studies: Student Exchanges Lead Push for a Full Secondary Program." NEW YORK TIMES EDUCATION WINTER SURVEY, Section 12, January 6, 1985, p. 61.

Only three Chinese secondary school students are enrolled in the U.S.—at Phillips Academy, Andover, MA. From Harbin Institute of Technology, Manchuria, they are at Phillips to study English a year before entering U.S. universities. At Phillips they also tutor a few U.S. students taking Chinese language, a part of that school's China studies program begun in 1980.

2777. Huang, Tsun-hsien. "The Closure of the Chinese Educational Mission in America." A HISTORY OF INTERNATIONAL AND COMPARATIVE EDUCATION: NINETEENTH CENTURY DOCUMENTS. Edited by Stewart E. Fraser and William W. Brickman. Glenview, IL: Scott, Foresman, 1968, pp. 378-80.

Author's poem, 1881, and introduction is about the Chinese Educational Mission in Hartford, CT, 1872-81, which brought 120 Chinese boys in their teens to selected U.S. homes, schools, and colleges for mainly science and technological studies not available in China. Lack of cooperation among Chinese officials ended the experiment. The boys, despite distrust of others on their return, made useful contributions and rose high in the government and professions.

2778. Jacobson, Harald W. "The Educational System and Academic and Technological Exchanges of the People's Republic of China. Research Report." Paper presented at the Conference on Communication and China's External Relations, Honolulu, January 1980. ERIC ED 228 123.

Part of China's effort to reverse the effects of the Cultural Revolution has been to encourage educational exchanges among those who can advance modernization.

2779. La Fargue, Thomas Edward. "Chinese Educational Commission to the United States." FAR EASTERN QUARTERLY, 1, 1 (November 1941), 59-70.

The nineteenth century mission, sponsored by the Chinese government on recommendations of Tseng Kuo-fan, sent young Chinese students to the U.S. to gain technical skills needed to make China's army and navy strong enough to withstand Western assaults. It was ended after the U.S. Congress abrogated the Burlingame Treaty (which called for U.S.-China cooperation in behalf of China's modernization). The Chinese also ended the mission out of dismay at the rapid Westernization of the Chinese students.

2780. Li, Karl, and Richard Elwell. "Chatting with the Chinese." AMERICAN EDUCATION, 15, 4 (May 1979), 17-19.

Conversation with three among the first 50 Chinese scholars in the U.S.-China exchange was about the Cultural Revolution's damage to universities. Scholars usually continue to teach at universities they attended, a practice the three criticized as causing "stiffness in ideas."

2781. Liu, Zongren. TWO YEARS IN THE MELTING POT. Chicago: China Books and Periodicals, 1984.

Author, an English translator on CHINA RECONSTRUCTS staff, describes his study and personal difficulties in Chicago, 1980-82.

2782. MacCallum, Elizabeth. "Foreign Scholars in China Hope Arrival of Americans Will Open Doors to Research." CHRONICLE OF HIGHER EDUCATION, 18, 7 (April 9, 1979), 1, 8.

Eight U.S. scholars who arrived in February to do research were older than most foreign students, many of whom have found conditions unconducive to academic activities. The Americans reported a helpful reception but could not assess prospects for completing their research.

2783. Mathews, Jay. "Prostitution Survives in Austere China." WASHINGTON POST, June 16, 1979.

Some women, jobless because they returned illegally from rural assignments, have frequented the Peking Languages Institute to sell sexual favors to foreign students. African students there and at other centers complain of discrimination, many having been sent to China against their will because of low tuition costs.

2784. Meyer, Eugene L. "Chinese Scholars Arrive Here for U.S. Studies." WASHINGTON POST, December 28, 1978.

Fifty-two senior Chinese scholars and scientists arrived for language study in Washington before beginning advanced work in sciences and technology. All hold the equivalent of a Ph.D. and will spend several years in the U.S.

2785. Middleton, Lorenzo. "China Sees Exchange Program Leading to Shortage of Scholars." CHRONICLE OF HIGHER EDUCATION, 20, 20 (July 14, 1980), 1.

So many senior scientists and university professors are studying in the U.S., many not sponsored by the government, that the Chinese fear a faculty shortage. Despite more careful coordination of future leaves by Chinese authorities, the State Department expects an increasing number of Chinese scholars to come to the U.S.

2786. Murray, Douglas P. "Exchanges with the People's Republic of China: Symbols and Substance." ANNALS OF THE AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE, 424 (1976), 29-42.

Concludes that scholarly exchanges can never be removed from politics and shows that the Chinese have selected people mainly from scientific and technical fields for U.S. study.

2787. Nakadomari, Yoshio. "The System of Sending Ryukyuan Scholarships to China." CHINESE CULTURE, 9, 4 (December 1968), 45-53.

A historical study of the scholarship system (begun 1392 A.D.) for sending Okinawan students to China.

2788. National Academy of Sciences. STUDENTS AND SCHOLARS FROM THE PEOPLE'S REPUBLIC OF CHINA CURRENTLY IN THE UNITED STATES. SURVEY SUMMARY. Washington, DC: U.S.-China Education Clearinghouse, 1980. ERIC ED 200 080.

Survey of U.S. colleges and universities found 982 Chinese students and scholars (32.6 percent students, 67.4 percent visiting scholars). Problems identified: deficient academic background, inadequate knowledge of English, and unfamiliarity with U.S. culture.

2789. "Peking Says 15,000 Students Will Be Sent Abroad for Study." NEW YORK TIMES, December 13, 1982, p. 4.

Under her five-year plan (1981-85) China will have 2.3 million secondary vocational graduates, 1.5 million college graduates, 45,000 professional graduates, and 15,000 studying abroad (mainly in the natural sciences and technology).

2790. Perrolle, Pierre M., and Linda A. Reed. AN INTRODUCTION TO EDUCATION IN THE PEOPLE'S REPUBLIC OF CHINA AND U.S.-CHINA EDUCATIONAL EXCHANGES. Washington, DC: U.S.-China Education Clearinghouse, 1980. ERIC ED 197 630.

About China's higher education system and the process used in U.S.-China educational exchanges. Includes information about opportunities for U.S. students and scholars to teach, lecture, and do research in China.

2791. "Policy on Foreign Students Tightened at Peking School." WASHINGTON POST, April 11, 1979.

Lack of space was the official reason given for prohibiting foreign and Chinese students from rooming together at Peking Language Institute. But some students thought authorities wanted to reduce contacts between Chinese and foreigners.

2792. Prewitt, Kenneth. "The Prospects for Research in China by American Humanists and Social Scientists: The Report of a Commission." SOCIAL SCIENCE RESEARCH COUNCIL ITEMS, 36, 1-2 (June 1982), 8-12.

Concise report on a 1981 trip by U.S. scholars whose recommendations about scholarly exchange with China Prewitt presented in his book below.

2793. Prewitt, Kenneth, ed. RESEARCH OPPORTUNITIES IN CHINA FOR AMERICAN HUMANISTS AND SOCIAL SCIENTISTS. New York: Social Science Research Council, 1982.

Report of 1981 China trip by the American Humanities and Social Science Planning Commission to make recommendation on improving and increasing scholarly exchanges with China. Because China will not always permit open inquiry, U.S. research goals cannot be fully attained. But the best available U.S. scholarship is needed to enhance understanding of China. Success requires stating goals clearly and understanding the Chinese context. U.S. scholars must deal with factionalism in educational institutions and be aware that China's social scientists and humanists are politically vulnerable. Recommendations include assisting China in its American studies programs while developing sound, rigorous standards for U.S. scholars who work in China.

2794. Reinhold, Robert. "Peking Hampering Scholars from U.S." NEW YORK TIMES, August 16, 1981, pp. 1, 20.
U.S. scholars, particularly social scientists, complained of being denied access to archives and the Chinese people. China experts, however, urged patience because of upheavals since 1966 and Chinese inexperience with U.S. research methods. Intense negotiations about the Chinese moratorium on rural fieldwork were conducted between Chinese authorities and the U.S. National Academy of Sciences.

2795. Sanetō, Keishū. CHŪGOKUJIN NIPPON RYŪGAKU SHIKŌ (DRAFT HISTORY OF CHINESE STUDENTS IN JAPAN). Japan: Nikka Gakkai, 1939. In Japanese.
Personnel, educational institutions, publications, political and administrative problems, personal experiences, and incidents involving Chinese students in Japan.

2796. Sanetō, Keishū. CHŪGOKUJIN NIPPON RYŪGAKUSHI (A HISTORY OF CHINESE STUDENTS IN JAPAN). Japan: Kuroshio Shuppan, 1960. In Japanese.
History of Chinese students in Japan, 1890s-1930s, examines origins of Chinese study in Japan, student life, and revolutionary activities.

2797. Shu, Hsin-ch'eng. CHIN-TAI CHUNG-KUO LIU-HSÜEH SHIH (HISTORY OF EDUCATION OF STUDENTS ABROAD IN MODERN CHINA). Shanghai: Chung-hua shu-chu, 1927. In Chinese.
History and statistics of Chinese students studying in various countries, from Yung Wing (first) to about 1926, including Boxer indemnity fund and Tsing Hua College. Throws light on relative roles of Japan and Western countries in Chinese modernization. Appendix has chronicle of relevant events over 60 years.

2798. Sterba, James P. "China Worries about Quality of 'Foreign Experts.'" NEW YORK TIMES, September 14, 1981, p. 12.
Because foreign teachers working in China complained of being isolated from ordinary Chinese and some Chinese complained that foreign teachers were incompetent, officials decided to tighten standards for the more than 2,000 hired annually. Policy on social contact has not been clarified, but improved hiring practices were planned.

2799. Sung, Hsi. "CHUNG-KUO TSAO-CH'I LIU-MEI HSUEH-SHENG SHIH- LUEH" (A Brief Historical Account of Early Chinese Students in America). CHIAO-YÜ YÜ WÊN-HUA, 6, 10 (1955), 12-17. In Chinese.
Chinese who studied in the U.S. up to 1875 (in 1854 Yung Wing was the first to graduate from a U.S. university) were important in promoting U.S.-Chinese cultural understanding.

2800. Thurston, Anne F. "New Opportunities for Research in China." SOCIAL SCIENCE RESEARCH COUNCIL ITEMS, 33, 2 (June 1979), 13-25.
While China will send mainly scientists abroad for further study, most U.S. scholars chosen for study there will be social scientists. Social science, especially attacked during the Cultural Revolution, has new impetus since the 1978 opening of the separate Chinese Academy of the Social Sciences.

2801. Tsao, Y.S. "The Relation of the Returned Students to the Chinese Revolution." RECENT DEVELOPMENTS IN CHINA: CLARK UNIVERSITY ADDRESSES, NOVEMBER, 1912. Edited by George H. Blakeslee. New York: G.E. Stechert, 1913, pp. 162-75.
The far more numerous Chinese students who returned from Japan had greater revolutionary influence than did students from the West, though the latter supported change as officials, teachers, engineers, and translators of Western literature and included Sun Yat-sen.

2802. Tyau, Min-ch'ien T.Z. "British Boxer Indemnity Scholars and Other Beneficiaries." CHINA QUARTERLY, 1, 3 (March 1936), 71-94.

Explains Britain's program under a 1925 act to use for scholarships and other worthy purposes the Chinese funds owed to Britain as indemnity for the Boxer Rebellion.

2803. U.S. Congress. House Committee on Energy and Commerce. SCIENCE AND TECHNOLOGY: COOPERATION BETWEEN THE UNITED STATES AND CHINA. HEARING BEFORE THE SPECIAL SUBCOMMITTEE ON U.S. TRADE WITH CHINA OF THE COMMITTEE ON ENERGY AND COMMERCE. HOUSE OF REPRESENTATIVES. NINETY-EIGHTH CONGRESS. FIRST SESSION (OCTOBER 31, NOVEMBER 3, 1983). Washington, DC: House Committee on Energy and Commerce, U.S. Congress, 1984. ERIC ED 242 517.

Hearings about China-U.S. international education exchanges and other scientific and technological cooperation with China administered by the U.S. State Department.

2804. Vandegrift, Kate. "'I've Tried to Listen to Pop'—Chinese Students in England." CHINA NOW, 84 (May-June 1979), 22-23.

Describes the impressions life in England made on two Chinese graduate students.

2805. Wang, Y.C. CHINESE INTELLECTUALS AND THE WEST, 1872-1949. Chapel Hill: University of North Carolina Press, 1966.

China's Western-educated elite and their role in the nation's political changes, 1872-1949. Summarizes many careers. Concludes that those who returned after study in the West failed to give the leadership that might have defeated totalitarianism.

2806. Wang, Y.C. "Western Impact and Social Mobility in China." AMERICAN SOCIOLOGICAL REVIEW, 25, 6 (December 1960), 843-55.

Social mobility decreased greatly when Western education (culminating in foreign study) replaced the traditional civil service examination. This change in the extent and nature of mobility dramatically affected China's political direction.

2807. WHO'S WHO OF AMERICAN RETURNED STUDENTS. Peking: Tsing Hua College, 1917. In Chinese and English.

Bilingual English-Chinese biographies of some 400 returned students giving their educational experiences in China, in the U.S., and their later occupations in China.

2808. Xu, Yaoping. "Sidwell School Students—at Home on the Chinese Range." CHINA RECONSTRUCTS, 33, 10 (October 1984), 68-70.

Account of a summer 1984 visit to China by 20 students and seven chaperones from Sidwell Friends School, Washington, DC, where a China Studies Program is planned. Students will be exchanged between Sidwell and Middle School No. 2, an affiliate of Peking Normal University.

Chapter 62

TEACHERS AND TEACHER EDUCATION

2809. Bortkevich, M.P. "KAK GOTOVIATSIA UCHITELIA NACHAL'NOI SHKOLY" (Training Elementary School Teachers). SHKOLA I PROSVESHCHENIE V NARODNOM KITAE: SBORNIK STATEI (ARTICLES ON SCHOOLS AND EDUCATION IN THE PEOPLE'S REPUBLIC OF CHINA). Edited by Aleksei I. Markushevich et al. Moscow: Izdatelstvo Akademii Pedagogicheskikh Nauk RSFSR, 1957, pp. 78-93. In Russian.

2810. Chen, Theodore H.E. TEACHER TRAINING IN COMMUNIST CHINA. Washington, DC: U.S. Department of Health, Education and Welfare, 1960.
Survey of teacher education developments, 1951-60.

2811. Chen, Theodore H.E. "The Teaching Profession." CHINESE SOCIETY UNDER COMMUNISM: A READER. Edited by William T. Liu. New York: John Wiley, 1967, pp. 371-80.
Morale among teachers is low because of political pressure and low pay.

2812. Chen, Yiqiu. "Environmental Education in Asia and the Pacific: China." BULLETIN OF THE UNESCO REGIONAL OFFICE FOR EDUCATION IN ASIA AND THE PACIFIC, 22 (June 1981), 37-53.
Over 30 environmental protection departments and faculties in higher education institutions, plus two in technical middle schools. Programs to prepare teachers in

environmental science at Peking Normal University, Gansu Normal University, and elsewhere are described. Over 50 periodicals are published concerning environmental protection. Other environmental education plans are described.

2813. Chu, Jennings Pin-k'uei. "Normal School Education in China." BULLETINS ON CHINESE EDUCATION, 2, 11 (1923), 1-24.
Describes administrative structure for teacher education, curricula offered, changes since the system was founded in 1903 and reorganized in 1912, and includes enrollment statistics.

2814. Committee of Concerned Asian Scholars. "The New Woman in New China." NEW WOMAN, 2 (June-July 1972), 44-52.
Describes women's many work roles, including nursery and elementary school teachers.

2815. Cullingford, Christine. "Teacher Training in Sichuan." CHINA NOW, 108 (Spring 1984), 23-26.
Author who taught English, Sichuan University, Chengdu, 1980-83, describes buildings, students, and teaching conditions. Some of her student teachers were"rusticated" urban youths. Some had taught Russian during friendly Sino-U.S.S.R. years and were affectionately called "Russian retreads."

2816. Gardner, John. "Teachers' Status Should Be Raised, Says Vice-Premier." TIMES HIGHER EDUCATION SUPPLEMENT, July 14, 1978, p. 11.
At a 1978 National Conference on Educational Work, the first since 1971, Teng Hsiao-p'ing defended examinations, said that student labor should be relevant to their studies, and urged the Party to recruit outstanding teachers.

2817. Glassman, Joel N. "The Political Experience of Primary School Teachers in the People's Republic of China." COMPARATIVE EDUCATION, 15, 2 (June 1979), 159-73.
Concluded that primary school teachers are highly

vulnerable and have little political influence, especially when the central government makes major policy shifts.

2818. Han, Lih-wu. "The Teaching Profession in China." CHINA CRITIC, 2, 31 (August 1, 1929), 613-15.

2819. He, Zuo. "Special-Grade Teachers." PEKING REVIEW, 21, 21 (May 26, 1978), 24-25.

About three elementary school teachers promoted for their outstanding work.

2820. KWANGTUNG, WEN-CHIAO T'ING (Kwangtung Provincial Government, Department of Culture and Education). CHIAO-YÜ KUNG-TSO CHE HSÜEH-HSI TZU-LIAO (STUDY MATERIALS FOR EDUCATIONAL WORKERS). 2 vols. Canton: Hua-nan hsin-hua shu-tien, 1950. In Chinese.

Articles addressed to teachers by Mao Tse-tung, Liu Shao-ch'i, and others on Communism, Party discipline, and economic and educational policies.

2821. Mauger, Peter. "Minister's £300M Remedy." TIMES EDUCATIONAL SUPPLEMENT, 3579 (February 1, 1985), 17.

One billion yuan allocated to raise salaries for China's ten million teachers. Recruitment of bright young teachers suffers from poor pay, poor housing, and low status resulting from the Cultural Revolution when teachers and other intellectuals were reviled as politically suspect. Teachers' average pay is 70 yuan, about average worker's pay, but without bonuses which factory workers can earn. State annual allocations per student at each school level show the relative priorities: 35 yuan annually per primary school student, 100 yuan per middle school student, and 2,200 yuan per university student.

2822. Stones, Edgar. "China's Educational System: Impressions." CHINA NOW, 98 (September-October 1981), 12-14.

Professor who visited China 1980 found many similarities with British schools. But China's teachers' shortage was desperate because of overpopulation.

2823. Teng, Ts'ui-ying et al. "Training of Teachers in China." EDUCATION IN CHINA: PAPERS CONTRIBUTED BY THE MEMBERS OF COMMITTEES OF THE SOCIETY FOR THE STUDY OF INTERNATIONAL EDUCATION. Edited by Ts'ui-ying Teng and Timothy Tingfang Lew. Peking: Society for the Study of International Education, 1923, pp. 1-27.

Growth and patterns of teacher education since 1894 in teacher training schools, citizens' normal schools, institutes for vocational education teachers, and normal courses in private schools.

2824. Wang, Charles K.S. THE CONTROL OF TEACHERS IN COMMUNIST CHINA; A SOCIO-POLITICAL STUDY. Lackland Air Force Base, TX: Air Force Personnel and Training Research Center, Technical Research Report, no. 36, 1955.

Methods, extent, and results of political control of teachers, 1949-53; could not predict the ultimate success of such control.

2825. Wang, Hsüeh-wen. "Conditions of New and Old Teachers on the Chinese Mainland." ISSUES AND STUDIES, 9, 4 (1973), 36-47.

The Cultural Revolution made worse the poor working conditions of teachers, 1970-72.

2826. Wang, Hsüeh-wen. "TANG CHIEN TA-LU CHIAO-SHIH TI CHU-CHING" (Present Situation of Teachers in Mainland China). MAINLAND CHINA STUDIES, 4 (April 25, 1971), 32-34. In Chinese.

Discusses teachers' situation when schools reopened after Cultural Revolution unrest, especially their relationships with propaganda teams, students, workers, and peasants.

2827. White, Gordon. PARTY AND PROFESSIONALS: THE POLITICAL ROLE OF TEACHERS IN CONTEMPORARY CHINA. Armonk, NY: Sharpe, 1981.

Chinese journal and newspaper articles (1950-80) show the effect of Communist rule on teachers. An extended essay cites changes: first transformation (1950-56), modernization, and continuous revolution (1966-76). The 30 years put teachers in an ambiguous role in schools, politics, and society. Chapters on the social prestige of teachers, their income and material welfare, political status, and concerns as a political interest group. Concludes with the political nature of the teaching profession.

2828. White, Gordon, ed. "Teachers and Politics in Contemporary China." CHINESE EDUCATION, 12, 4 (Winter 1979-80), 1-139.

On the political role of teachers. Sections on "The Recruitment and Socialization of Teachers," "Political Status of Teachers," "Social Prestige of Teachers," "Material Livelihood of Teachers," and "Teachers' Discontent and Demands and Chinese Communist Party Responses."

Chapter 63

THOUGHT REFORM

2829. Chan, Sylvia. "Political Assessment of Intellectuals Before the Cultural Revolution." ASIAN SURVEY, 18, 9 (September 1978), 891-911.

Types of assessment Communists have used to judge the remolding of ideology and political attitudes among intellectuals.

2830. Chen, Theodore H.E. "The Thought Reform of Intellectuals." ANNALS OF THE AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE, 321 (January 1959), 82-89.

Communists needed intellectuals but tried to assure their ideological usefulness. Those who spoke out against Communist excesses during 1956 "Hundred Flowers" liberalization were labeled "rightists" when ideological controls were tightened.

2831. Chen, Theodore H.E. THOUGHT REFORM OF THE CHINESE INTELLECTUALS. New York: Oxford University Press, 1960.

Communist efforts to change attitudes of professional people, including scholars, teachers, writers, artists, and others, toward Party goals. Analyzes early drive, 1950-52, and covers more extensively the period 1953-57, when the Hundred Flowers campaign inviting intellectuals to criticize the regime was bitterly put down. Intellectuals, though much persecuted, have not succumbed hopelessly to Communist pressures. Contains 80 biographical sketches.

2832. Chow, Ching-wen. TEN YEARS OF STORM: THE TRUE STORY OF THE COMMUNIST REGIME IN CHINA. New York: Holt, Rinehart and Winston, 1960.

Former leader of the China Democratic League, who remained in China in 1949 only to find political conditions intolerable, believes China threatens Asia and the free world. Cites specific intellectuals at Yenching, Peking, and Tsinghua Universities to illustrate suffering inflicted in thought reform movements.

2833. Fyfield, James A. RE-EDUCATING CHINESE ANTI-COMMUNISTS. New York: St. Martin's, 1982.

Thought reform (brainwashing) of political prisoners, many of them intellectuals.

2834. Harrison, James P. "The Ideological Training of Intellectuals in Communist China." ASIAN SURVEY, 5, 10 (October 1965), 491-502.

Since 1949 historians have been targeted for training in Communist ideology. All intellectuals have faced constant thought control campaigns in the Communist drive for orthodoxy.

2835. Houn, Franklin Willington. TO CHANGE A NATION: PROPAGANDA AND INDOCTRINATION IN COMMUNIST CHINA. Glencoe, IL: Free Press of Glencoe, 1961.

Organization and operation of Communist propaganda and indoctrination apparatus. Covers thought reform and ideological transformation, changes in formal education, publishing, writers and journalists, radio, stage, and the screen.

2836. Lifton, Robert J. THOUGHT REFORM AND THE PSYCHOLOGY OF TOTALISM: A STUDY OF "BRAINWASHING" IN CHINA. New York: Norton, 1961.

Communist methods of changing human personality and thought, based on information from refugees. While using Russian techniques, the Chinese have used other methods consistent with Chinese traditions and have placed greater emphasis on thought reform.

2837. Lifton, Robert J. "Thought Reform of Chinese Intellectuals. A Psychiatric Evaluation." JOURNAL OF ASIAN STUDIES, 16 (November 1956), 76-86.

Individuals take part voluntarily or under various degrees of external coercion. Small groups of six to ten students stay together through a discussion that produces group identification, or a feeling of working together toward a common goal; criticism, self-criticism, and confession designed to transfer from former social, family, and political beliefs to Communist patterns; and final "submission and rebirth," in which final confession and rejection of former attitudes produce great emotional relief in submission to approved communal ways.

2838. Lifton, Robert J. "Thought Reform of Chinese Intellectuals. A Psychiatric Evaluation." JOURNAL OF SOCIAL ISSUES, 13, 3 (1957), 5-20.

At regular universities and "revolutionary colleges" the Communists, by using psychological techniques and other methods, re-educated intellectuals to function in ways appropriate to Communist goals.

2839. Lifton, Robert J. "Thought Reform of Western Civilians in Chinese Communist Prisons." CHINA, THE EMERGING RED GIANT: COMMUNIST FOREIGN POLICIES. Edited by DeVere E. Pentony. San Francisco: Chandler Publishing Co., 1962, pp. 231-43.

"The Chinese Communist prison is . . . the most thoroughly controlled and manipulated group environment that has ever existed." Confession integrated with group re-education has succeeded with prisoners, dissidents, and intellectuals. Communist "thought reform" or "soul engineering," reminiscent of the religious confessional, revivalism, and Moral Rearmament, is similarly based on an absolute messianic belief in the rightness and morality of the Chinese Communist cause.

2840. Niijima, Atsuyoshi. CHŪGOKU NO KYŌIKU (EDUCATION IN CHINA). Japan: Tōyō Keizai Shimpōsha, 1957. In Japanese.

Survey of educational developments, 1927-56, and analysis of Communist thought reform techniques used to change personalities.

2841. Oliver, A. "Rectification of Mainland China Intellectuals, 1964-65." ASIAN SURVEY, 5, 10 (October 1965), 475-90.
Since 1942 the Communists have used intellectuals as pawns for political remolding drives, with only scientists and technicians exempted (as of 1964-65).

2842. O'Neill, William F., and George D. Demos. "The Semantics of Thought Reform." ETC., 34, 4 (December 1977), 413-30.
Relates Chinese brainwashing techniques to education and psychotherapy. China's distinctive use of language as a tool for ideological conversion is analyzed.

2843. O'Neill, William F., and George D. Demos. "The Yeshov Method." ETC., 40, 4 (Winter 1983), 422-32.
As adapted by the Chinese Communists, the Yeshov method of thought reform tries to establish within an individual a continuous process of ideological self-examination.

2844. Possony, Stefan T. "The Revolution of Madness." COLLECTED DOCUMENTS OF THE FIRST SINO-AMERICAN CONFERENCE ON MAINLAND CHINA. Taipei: Institute of International Relations, 1971, pp. 347-90.
Examines brainwashing and thought reform in China as influenced by the U.S.S.R. and developed further by Mao and the Communists.

2845. Sheikh, A. "Suppression Through Thought Control in the People's Republic of China—A National Phenomenon." INTERNATIONAL REVIEW OF HISTORY AND POLITICAL SCIENCE, 8, 2 (May 1971), 36-55.
China has developed a unique pattern for controlling intellectuals: periodic campaigns of alternating freedom and suppression, administrative and political controls, public ridicule, self-criticism, and "thought remolding" in special schools and camps.

2846. Somit, Albert. "LA TECNOLOGIA DEL ADOCTRINAMIENTO COERCITIVO: ESTADO ACTUAL Y PERPECTIVAS FUTURAS" (The Technology of Coercive Indoctrination: Present State and Future Perspectives). REVISTA ESPANOLA DE LA OPINION PUBLICA, 9 (July-September 1957), 67-78. In Spanish.

Modern methods of political thought control include brainwashing techniques used in China and the U.S.S.R.

2847. Wang, Chang-ling. "The Chinese Communists' Policy Toward Intellectuals." COLLECTED DOCUMENTS OF THE FIRST SINO-AMERICAN CONFERENCE ON MAINLAND CHINA. Taipei: Institute of International Relations, 1971, pp. 427-44.

Distrust of intellectuals has marked Communist policy since 1949. Unable easily to identify intellectuals' place in the "class struggle," the regime has used thought reform, work assignments, and other tools for "re-educating" intellectuals.

2848. Yu, Frederick T.C. MASS PERSUASION IN COMMUNIST CHINA. New York: Praeger, 1964.

Shows how the Communists have used propaganda to sway popular thinking. Chapters on the press, radio, posters, film, and art and literature. Concludes that no person can escape the Party's propaganda apparatus, which author calls a permanent institution of social control.

Chapter 64

U.S.S.R. INFLUENCE

2849. Chen, Theodore H.E. "Communist China's First Decade: Education." NEW LEADER, 42, 18 (May 4, 1959), 16-20.

Identifies pervasive Soviet influence on Chinese education. China does not distinguish between formal and nonformal schools, has more people in school than ever before, and complains that students and teachers harbor bourgeois ideas.

2850. Chen, Theodore H.E. "Salient Characteristics of Education in Communist China." EDUCATION, 76, 6 (February 1956), 360-66.

Education, a tool for meeting Communist objectives, is heavily influenced by the U.S.S.R. Proportion of worker-peasant students enrolled, 1953: 21.9 percent in higher education, 57.4 percent in secondary education, 46 percent in secondary technical schools, 63 percent in regular middle schools, and 80 percent in primary schools.

2851. Chin, Calvin Suey Keu. A STUDY OF CHINESE DEPENDENCE UPON THE SOVIET UNION FOR ECONOMIC DEVELOPMENT AS A FACTOR IN COMMUNIST CHINA'S FOREIGN POLICY. Hong Kong: Union Research Institute, 1967.

Soviet aid to China's students typified China's dependence on the U.S.S.R.

2852. Fraser, Stewart E. "Shattered Sino-Soviet Educational Relations." PHI DELTA KAPPAN, 48, 6 (February 1967), 288-93.

Discusses educational relations and cultural exchanges between China and U.S.S.R. during the early phase of the Cultural Revolution, especially the "expulsion" of Chinese students in the U.S.S.R.

2853. Fraser, Stewart E. "Sino-Soviet Educational Relations." CHANGING DIMENSIONS IN INTERNATIONAL EDUCATION. Edited by F. Robert Paulsen. Tucson: University of Arizona Press, 1969, pp. 105-20.

Varying nature of cultural and educational relations between China and the U.S.S.R.

2854. Fraser, Stewart E. "Sino-Soviet Educational Relations: A Recent Episode." SCHOOL AND SOCIETY, 100, 2338 (January 1972), 54-58.

Describes episodes that led to cooperation and then split in Sino-Soviet educational relations, resulting in criticisms of each other's school systems and cultural and political life.

2855. Hu, Chang-tu, and Beatrice Beach, translators. A RUSSIAN-CHINESE-ENGLISH GLOSSARY OF EDUCATION. New York: Teachers College Press, 1970. ERIC ED 061 122.

English language equivalents and explanations of Chinese and Russian educational terms. Russian influence on Chinese education before the Cultural Revolution.

2856. Mish, Jean. "L'APPORT SCIENTIFIQUE DE LA MISSION RUSSE À PEKIN AUX 18E ET 19E SIÈCLES" (The Scientific Contribution of the Russian Mission to Peking During the 18th and 19th Centuries). ÉTUDES SLAVES ET EST-EUROPÉENNES, 1, 2 (1956), 100-03. In French.

Eighteenth and early nineteenth century education in China is one topic presented. A Russian priest's report of 14 years (1808-22) spent in Peking is included.

2857. Priestley, K.E. "The Sino-Soviet Friendship Association." PACIFIC AFFAIRS, 25, 3 (September 1952), 287-92.

This association, one of many which spread Russian propaganda, imported U.S.S.R. educational publications and did much to woo intellectual leaders.

2858. Wilbur, C. Martin, and Julie Lien-ying How, eds. DOCUMENTS ON COMMUNISM, NATIONALISM, AND SOVIET ADVISORS IN CHINA 1918-1927. PAPERS SEIZED IN THE 1927 PEKING RAID. New York: Columbia University Press, 1956.

Documents taken April 6, 1927, when the Soviet military attaché office in Peking was raided, include material relevant to education, such as the Third Communist Party Congress, 1923, resolution that "public instruction should be free and universal"; outline of the curriculum for two types of Party schools to train leaders; responsibilities of educational propagandists to party cells; "A Concrete Guide to the Work of Training"; and a report on Kwangtung army schools.

Chapter 65

VISITOR REPORTS

2859. American Association of State Colleges and Universities. IMPRESSIONS OF CHINA, 1981: A REPORT BY THE DELEGATION OF THE AMERICAN ASSOCIATION OF STATE COLLEGES AND UNIVERSITIES TO THE PEOPLE'S REPUBLIC OF CHINA (JUNE 19-JULY 11, 1981). Washington, DC: American Association of State Colleges and Universities, 1982. ERIC ED 221 108.
Comments on lower and middle schools, higher education policies, and higher education faculties and facilities observed on a 1981 visit to over 20 universities, primary, and middle schools in five provinces.

2860. Batdorf, Luke L., and Teresa Mac Neil. "Education in China." CANADIAN LABOUR, 19, 3 (September 1974), 9-12, 30.
Canadian Association of Adult Education tour, 1974, found that work and study were joined, administrators worked alongside peasants in May 7th schools, and elitist secondary and higher education did not exist.

2861. Boyer, Ernest L. "Reflections on Chinese Education." INSTITUTE OF INTERNATIONAL EDUCATION REPORTS, October 1975, pp. 1-2.
Impressions of higher education and students' productive work seen in 1975.

2862. Brown, Godfrey. "For Chairman and Country." TIMES EDUCATIONAL SUPPLEMENT, 3154 (November 14, 1975), 33.

After 1975 visit, author raised basic questions about educational ends and means.

2863. "China: Design by Group Thought and Construction." ENGINEERING NEWS-REPORT, 192, 9 (February 28, 1974), 24-25.

Architecture education, influenced by the Cultural Revolution, enrolled students only after they worked for two years.

2864. Cleverley, John. "Radicals Will Press Ahead With Plans for Cementing Work-Study Links." TIMES EDUCATIONAL SUPPLEMENT, 3179 (May 7, 1976), 20.

Compares educational changes between 1972 and 1976 visits.

2865. Cogan, John J. "China's Fifth Modernization: Education." PHI DELTA KAPPAN, 62, 4 (December 1980), 268-72.

Examines education at all levels, 1980 and pre-1949 enrollments, and five major trends in the 1980s. Finds two greatest challenges are to equalize opportunity and to balance "expertness" with "redness."

2866. Cogan, John J. "Chinese Conversations: An Intellectual Profile." SOCIAL STUDIES, 71, 6 (1980), 264-69.

Comparative study and conversations with leading intellectuals revealed basic ideologies and learning systems.

2867. Cohen, Dorothy H. et al. A LOOK AT CHILDREN IN CHINA. Urbana: Publications Office, I.C.B.C., College of Education, University of Illinois, 1976. ERIC ED 121 478.

Explores how China's educational philosophy affects schooling and child care.

2868. Collins, Huntly. "Back to Basics in China." AMERICAN EDUCATION, 17, 2 (March 1981), 6-11.

On a 1980 visit saw post-Maoist schooling aiding drive for modernization. Competitive entrance examinations were reinstated. Certain primary, secondary, and higher education institutions, designated "key" schools, offer better facilities and teachers.

2869. Committee of Concerned Asian Scholars. "Education." CHINA: INSIDE THE PEOPLE'S REPUBLIC. New York: Bantam, 1972, pp. 197-227.

U.S. observers described the old and new education, the Cultural Revolution, an elementary and secondary school, and Peking University. Probed curriculum, work-study, admissions, graduation, jobs, and other aspects of rural and urban life.

2870. Crook, David, and Isabel Crook. "Education and Training in Yangyi Commune, China." THE WORLD YEAR BOOK OF EDUCATION 1968. Edited by Joseph A. Lauwerys and David G. Scanlon. New York: Harcourt, Brace and World, 1968, pp. 168-81.

Contrasts education seen in 1948-49 and in summers of 1959 and 1960, when every primary age child was in school, secondary education included manual as well as mental labor, and literacy campaigns had brought reading and writing skills to almost all men under age 40 and women under age 25. "Red and expert" schools opened in 1960 to help adults combine general education with political study.

2871. Crook, Isabel, and David Crook. "An Anglo-Canadian Couple's 30 Years in New China." EASTERN HORIZON, 18, 12 (1979), 15-23.

Educators recount changes in Chinese education, 1947-79.

2872. Dow, Marguerite R. "The Cultural Revolution and China's Educational System." INTERNATIONAL EDUCATION, 3, 2 (Spring 1974), 14-23.

Visitor (1972) describes varied programs at universities and secondary schools.

2873. Durdin, Tillman. "The New Face of Maoist China." PROBLEMS OF COMMUNISM, 20, 5 (1971), 1-13.

U.S. journalists, 1971, considered education China's foremost problem because of Maoist rigid political orthodoxies.

2874. Finkelstein, David. "A Reporter at Large: When the Snow Thaws." NEW YORKER, 55, 30 (September 10, 1979), 127-50.

Visitor cites criticism by Chinese of untrained kindergarten staff, job assignments that separate family members (particularly if they are educated), and low standards in rural schools.

2875. Frankenberg, Ronald. "Education in China and China in Education." EASTERN HORIZON, 10, 6 (1971), 43-49.
Describes visits to Peking educational institutions: a May 7th cadre school; elementary and secondary schools; and Tsinghua Technical University, which in 1970 had 2,800 students, most of them workers, peasants, and soldiers.

2876. Fraser, Stewart E. "China at School and Play." PHI DELTA KAPPAN, 56, 8 (April 1975), 528-31.
Describes schools from nursery to secondary level.

2877. Fraser, Stewart E. "Notes on Policy Formulation Process in China and Differential Levels of Educational Responsibility." VIEWPOINTS, 51, 3 (May 1975), 87-107.
Roles of the various levels involved in educational administration, from the State Council (Cabinet) down to the "revolutionary committees" in schools and colleges, responsible for day-by-day operation of individual institutions.

2878. Gamberg, Ruth. RED AND EXPERT: EDUCATION IN THE PEOPLE'S REPUBLIC OF CHINA. New York: Schocken, 1977.
Education for minorities, women's status, curricula, mass education, and other observations in 1973 and 1977.

2879. Gleazer, Edmund J., Jr. "Visiting China: Beginning a New Relationship." COMMUNITY AND JUNIOR COLLEGE JOURNAL, 49, 6 (March 1979), 4-9.
American Association of Community and Junior Colleges President describes meetings with Education Ministry representatives, who found a common purpose between U.S. two-year colleges and Chinese education; i.e., combining theory and practice.

2880. Guillain, Robert. WHEN CHINA WAKES. New York: Walker, 1965.

French correspondent on a third visit since 1949 concluded that the Chinese have made education and culture part of their revolution but that revisionism is a serious threat for post-Mao China.

2881. Hammond, Jonathan. "Chinese Pupils Learn To 'Serve the People.'" TEACHER, 23, 5 (December 21, 1973), 9.

Curriculum, teaching methods, and other aspects of the school program observed in 1973 at a Nanking primary school.

2882. Hesburgh, Theodore M. "A Priest in the Land of the Dragon." NOTRE DAME MAGAZINE, 8, 4 (October 1979), 20-25.

Head of a 10-member United Nations delegation, 1979, tells of important official meetings, the best being with Pu Tung-shu and Han Leh-fen of the Education Ministry, who summarized educational accomplishment and problems.

2883. Hess, Fritz. "China in Flux: A Visitor's Reflections." REVIEW: THE UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION, 21, 2 (Spring 1980), 19-24.

Rapid change characterizes education and being both "red and expert" was the goal observed in 1979. Notes changes in school and university structure, increased academic emphasis, and rising conformity with Western patterns.

2884. Hsu-Balzer, Eileen et al. CHINA DAY BY DAY. New Haven, CT: Yale University Press, 1973.

Schools and universities visited by Chinese-American professors are described.

2885. Hu, Shi Ming, and Eli Seifman. "Socialist New Things in Chinese Education." ASIAN AFFAIRS, 62, 3 (1975), 307-16.

Schools observed in 1974 combined study with manual labor and by other means complied with Cultural Revolution changes.

2886. Hynes, Maureen. LETTERS FROM CHINA. Toronto: Women's Press, 1981.

Writings by a Canadian who taught English to teachers enrolled at Sichuan University. Includes quotations from student essays about the Cultural Revolution, Red Guards, one-child movement, and women's position.

2887. Kessen, William. "An American Glimpse of the Children of China: Report of a Visit." SOCIAL SCIENCE RESEARCH COUNCIL ITEMS, 28, 3 (September 1974), 41-44.

Education in China in 1973.

2888. Kincaid, Marylou B. "Education and Life in China: Report of a Visit to the People's Republic." Paper presented at the American Personnel and Guidance Association, New York, March 1975. ERIC ED 112 280.

Examines, 1973, how educational theory and practice affect the socialization process.

2889. Kirst, Michael W. "Reflections on Education in China." PHI DELTA KAPPAN, 60, 2 (October 1978), 124-26.

Leading education issue, 1978, was the question of equality versus merit. Traditional academic curriculum was being reinstated and more instructional media used.

2890. Kraft, Richard J. "Inside Chinese Education." UNIVERSITY OF COLORADO SCHOOL AND UNIVERSITY REVIEW, 8, 4 (1979), 4-5, 7-8.

In a 1978 visit author saw schools used to aid modernization.

2891. Lazure, D. "Family and Youth in New China." CANADIAN PSYCHIATRIC ASSOCIATION JOURNAL, 6, 4 (1961), 224-30.

Canadian visitors saw little juvenile delinquency, little adolescent dating, and noted parent-child-state relations.

2892. Loh, Pinchon P.Y. "The Institute of Modern History, Peita and the Central Institute of Nationalities." CHINA QUARTERLY, 70 (1977), 383-89.

In 1975-76 rank and salary differentials at three Peking institutions were being reduced.

2893. MacKerras, Colin, and Neale Hunter. CHINA OBSERVED. New York: Praeger, 1968.
Australians who taught English in the middle 1960s describe Chinese life, students, the arts, and the Cultural Revolution.

2894. Mauger, Peter. "Community Involvement in Chinese Education." FORUM FOR THE DISCUSSION OF NEW TRENDS IN EDUCATION, 17, 1 (Autumn 1974), 26-29.
English professor comments on the role of workers and peasants in running local schools and selecting students for university.

2895. Mende, Tibor. CHINA AND HER SHADOW. London: Thames and Hudson, 1961.
University of Paris specialist on developing countries toured China in the late 1950s, interviewed top officials, discussed literacy (Chou En-lai put 1957 illiteracy at over 70 percent), rapid spread of primary and secondary education, emphasis on technical and scientific learning, and expanding educational opportunities for women and peasant/worker children.

2896. Metzner, Seymour, and Vicki F. Sharp. "Education in China and the Death of Creativity." PHI DELTA KAPPAN, 55, 4 (December 1973), 265-66.
The educational system of the early 1970s is characterized as a restrictive road to a "sterile, stagnant society."

2897. Mitchison, Lois. CHINA. London: Thames and Hudson, 1966.
British freelance journalist shows how society and schools socialize the child to serve the state. "New Scholars and Artists" chapter surveys alternating political moods that have buffeted intellectuals.

2898. Monroe, Paul. ESSAYS IN COMPARATIVE EDUCATION II: STUDIES OF THE INTERNATIONAL INSTITUTE OF

TEACHERS COLLEGE, COLUMBIA UNIVERSITY, NUMBER 15. New York: Teachers College, Columbia University, 1932.

"Progress in China," written after 1929 visit, identifies hopeful directions in schools despite students' preoccupation with politics. Mission schools, for instance, were headed by Chinese educators. "Education and Government in China," 1930, praises China's respect for learning but urges that Western education be used to teach practical skills.

2899. Montaperto, Ronald N., ed. "Six Essays from CHINA'S SCHOOLS IN FLUX: REPORT BY THE STATE EDUCATION LEADERS DELEGATION." CHINESE EDUCATION, 11, 4 (Winter 1978-79), 1-115.

U.S. state education leaders' October 1977 visit. Chapters on decisionmaking, curriculum, admissions policy at secondary and higher education levels, work-study programs, early childhood education, family, and community involvement.

2900. Montaperto, Ronald N., and Jay Henderson, eds. CHINA'S SCHOOLS IN FLUX. REPORT BY THE STATE EDUCATION LEADERS DELEGATION, NATIONAL COMMITTEE ON UNITED STATES-CHINA RELATIONS. White Plains, NY: Sharpe, 1980. ERIC ED 181 572.

Chapters on school organization, decision-making, curriculum, work and study, family and community involvement, and early childhood education. Includes delegations' 1977 observations of schools at all levels.

2901. Moraes, Francis Robert. "Catch 'Em Young." REPORT ON MAO'S CHINA. New York: Macmillan, 1953, pp. 25-41.

Indian journalist describes visits to schools and universities in Peking, where students repeated ideological slogans and had no freedom of thought.

2902. "NEA Team Studies Red China Schools." NEA REPORTER, 12, 5 (October 1973), 10.

2903. National Public Radio. OPTIONS IN EDUCATION TRANSCRIPT: "EDUCATION IN CHINA, ONE-SIX."

Washington, DC: Institute for Educational Leadership, George Washington University, 1979. ERIC ED 174 554.
Radio transcripts on day care; urban and rural school environments; junior high school reading, writing, and English language instruction; college student attitudes toward Western art and music; English language proficiency of teacher trainees; importance of higher education; and interest in foreign language study.

2904. Novak, Ian. CHINA AT SCHOOL. Sydney, Australia: Ian Novak Publishing Co., 1973.
University of Sydney (Australia) delegation visited 22 educational institutions in six urban centers, 1972. Chapters on physical education, moral education, productive labor and education, and the Cultural Revolution's dramatic impact.

2905. Parker, Franklin. "China Since Mao: Report of a Study Tour, July 8-28, 1978." Morgantown, WV: College of Human Resources and Education, West Virginia University, 1978. ERIC ED 157 853.
With the defeat of China's "Gang of Four," higher education admission standards required academic achievement. Other educational and social institutions stressed expertness as the way to modernize.

2906. Parker, Franklin. "Education Behind the Bamboo Curtain." EDUCATION AND TRAINING, 17, 1-2 (January-February 1975), 14, 22.
Describes schooling in the wake of the Cultural Revolution as observed on a 1974 visit to Peking University and other centers.

2907. Peyrefitte, Alain. THE CHINESE: PORTRAIT OF A PEOPLE. Indianapolis, IN: Bobbs-Merrill, 1977.
French diplomat and anthropologist, 1971, talked with leaders, workers, and teachers. Gives details about the Cultural Revolution at Peking University and the Academy of Sciences. Not a Communist and not convinced that other countries can imitate China, he concludes: "the Chinese

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revolution is undoubtedly the most extraordinary experiment of modern times. . . ."

2908. Pincus, Fred L. EDUCATION IN THE PEOPLE'S REPUBLIC OF CHINA. Baltimore: Research Group One, 1975.
Sociologist visitor, 1972 and 1974, described types and levels of educational institutions and the prevailing educational philosophy and practice.

2909. Price, Ronald F. "The Classroom in China: Bourgeois or Proletarian?" ASPECTS OF EDUCATION, 14 (1972), 109-25.
Australian professor who taught in China, 1965-67, describes a typical rural primary school and urban primary-secondary school: curricula, physical plants, students, and teachers.

2910. Reid, Jean. "Friendship First, Competition Second." TIMES EDUCATIONAL SUPPLEMENT, 3058 (January 4, 1974), 38-39.
Visits to primary and secondary schools and teacher training institutions revealed an atmosphere of cooperation and stress on social service.

2911. Roberts, Chalmers M. "New Images of China in a Time of Change." WASHINGTON POST, December 31, 1978, pp. B4-B5.
China tour by Washington's China Round Table. Found at Peking's Tsing Hua University 500 of its 7,000 students were being sent to the U.S. to study.

2912. Salisbury, Harrison. "Student Visitors Learn that in China Boy Meets Girl Shoulder-to-Shoulder." CHINA: 1977-1979. POLITICS, ECONOMY, FOREIGN RELATIONS AND TRADE. Parsippany, NJ: New York Times Information Service, 1979, p. 250.
Chinese-American students found that youths avoided physical contact with the opposite sex and accepted party policy that marriage be delayed until the late twenties.

2913. Schram, Stuart R., ed. AUTHORITY, PARTICIPATION AND CULTURAL CHANGE IN CHINA: ESSAYS BY A EUROPEAN STUDY GROUP. Cambridge, England: Cambridge University Press, 1973.

Besides John Gardner and Wilt Idema, "China's Educational Revolution," pp. 257-89, there are insightful sections on Mao's concept of education, young people and schools during and after the Cultural Revolution, May 7th cadre schools, medical education, and Peking and other universities and educational institutes.

2914. Sharp, Marjory Pease. "China—Marco Polo Was Right." TODAY'S EDUCATION, 68, 2 (April-May 1979), 46-48.

English teacher on National Education Association China tour, summer 1978, describes visits to schools and to a children's "palace."

2915. Shaw, Roy. "After the Revolution." TIMES HIGHER EDUCATION SUPPLEMENT, 548 (May 6, 1983), 11.

Former British Arts Council official found that students studied English eagerly, teachers used the lecture method, and opportunities rested on examination results.

2916. Taschereau, Suzanne. "When Society Becomes One Big Classroom . . . (Education in the People's Republic of China)." PROGRAMMED LEARNING AND EDUCATIONAL TECHNOLOGY, 12, 5 (September 1975), 265-69.

Describes formal and informal educational institutions. Includes author's own experiences working in a factory and in the countryside while studying in China, 1974-75.

2917. Tawney, R.H. LAND AND LABOUR IN CHINA. New York: Harcourt, Brace, 1932.

British economist, reporting on agriculture, industry, politics, and education, found rural progress slowed by scarce practical education, widespread illiteracy, and absence of links between education and villages. Nationwide, education at all levels was poor in quality, too bookish, and unavailable to many. Traditional reverence for the scholar put modern students into a preferred status. Concluded that China must build education and a way of life appropriate to its own history and culture.

2918. Ting, Jan C. AN AMERICAN IN CHINA. New York: Paperback Library, 1972.
Schools, factories, and day-care centers were seen during an unescorted visit to 12 major cities.

2919. To, Cho-yee et al. "A Glimpse at Education in the People's Republic of China." INNOVATOR, 7, 2 (August 28, 1975), 17-20.
Visits to schools at all levels and an analysis of children's storybooks; stresses efforts to inculcate the idea of social service.

2920. Topping, Seymour. JOURNEY BETWEEN TWO CHINAS. New York: Harper and Row, 1972.
A NEW YORK TIMES journalist in China 1946-49 and in 1971 condemned Communist excesses but praised improved living conditions. About the Cultural Revolution, he described May 7th cadre schools, rustication of educated youth, and specific students' experiences.

2921. Tyler, Ralph W. "Some Observations on Chinese Education." PHI DELTA KAPPAN, 60, 1 (September 1978), 26-29.
The U.S. can learn from the Chinese example of giving very high priority to education. Led a 1977 delegation which studied schooling at all levels amid reversal of Maoist policies and reinstatement of academic standards.

2922. U.S. Congress. House Committee on International Relations. REPORT OF A VISIT TO THE PEOPLE'S REPUBLIC OF CHINA: REPORT OF THE DELEGATION OF CONGRESSWOMEN TO THE PEOPLE'S REPUBLIC OF CHINA. DEC. 30, 1975-JAN. 9, 1976. Washington, DC: Government Printing Office, 1976.
Congresswomen share findings from visits to officials and educational and other institutions.

VISITOR REPORTS

2923. U.S. Congress. Joint House and Senate Committees on International Relations and Foreign Relations. THE UNITED STATES AND THE PEOPLE'S REPUBLIC OF CHINA. REPORT OF THE SIXTEENTH CONGRESSIONAL DELEGATION TO THE PEOPLE'S REPUBLIC OF CHINA. Washington, DC: Government Printing Office, 1978.

Observations about C. Lu Hsün Middle School (pp. 31-33) and U.S.-China and other cultural exchanges and developments.

2924. U.S. Congress. Senate Committee on Labor and Human Resources. CHINA. REPORT OF THE CONGRESSIONAL DELEGATION VISIT OF DECEMBER 1-19, 1978. Washington, DC: Government Printing Office, 1980.

Congressional visitors assess social, cultural, economic, and modernization efforts.

2925. Van Vick, Vivian. "China's Children: Healthy, Hardy, Happily Harmonious--They Are Their Country's Greatest Asset." ROTARIAN, 135, 2 (August 1979), 16-19, 53.

Former U.S. teacher describes schooling observed on a tour.

2926. Weinman, Janice. "Report on China." AMERICAN EDUCATION, 15, 1 (January-February 1979), 18-26.

Found on a 1978 visit that schools had reverted to traditional pedagogy but retained some spirit and intent of the Cultural Revolution. Vocational training enhanced academic learning.

2927. Wirth, Arthur G., and Basil Reppas. "China 1980—Education for 'the Four Modernizations': Impressions of Education in Transition." JOURNAL OF THOUGHT, 15, 4 (Winter 1980), 69-89.

Reviews zigzag educational policies since 1949. The four modernizations, begun in 1976, restored academic standards and examinations, established better equipped and staffed "key schools," and stressed moral education aimed at selfless service.

2928. Wolfe, Deborah P. "An American Educator Reports on the People's Republic of China." KAPPA DELTA PI RECORD, 13, 4 (April 1977), 107-08, 127.

Summarizes educational accomplishments observed in 1976 and the way work, school, home and community life mutually reinforce political goals.

2929. Wood, Shirley. "Better Schooling—The Search for a Way." CHINA NOW, 84 (May-June 1979), 19-20.

U.S. English teacher at Kaifeng Teacher Training College describes schools she knew, 1953-77.

2930. Wray, J.D. "Child Care in the People's Republic of China-1973: Parts I and II." PEDIATRICS, 55, 4, (1975), 539-50; 55, 5 (1975), 723-34.

A U.S. early childhood group reported that family planning campaign is most effective and that very good health care of children is fostered by trained personnel close to home.

2931. Yeary, Elizabeth E. "A Glimpse of Chinese Education." TODAY'S EDUCATION, 68, 3 (September-October 1979), 48-50.

U.S. visitors in late 1978 noted the heavy political content in schools, poor school facilities, few discipline problems, and formal teaching methods.

2932. Yee, Albert H. "Schools and Progress in the People's Republic of China." EDUCATIONAL RESEARCHER, 2, 7 (July 1973), 5-15.

Based on 1972 visit and 1947-48 experiences in China. Describes types of schools, facilities, teaching methods, and programs.

2933. Yee, Albert H., and Doreen Croft. "Education in the Land of Mao." LEARNING: THE MAGAZINE FOR CREATIVE TEACHING, 2, 3 (November 1973), 22-27.

U.S. teachers, 1972, describe teaching methods and classroom practices used to foster collective morality.

2934. Yvon, Bernard R. "The Advancing Giant: China's Educational System is on the Move." MAINE ALUMNUS, 66, 1 (December 1984), 18, 34.

Math educators found that only five percent of those eligible attend higher education. These are identified early and nurtured in "key" schools and universities. Applied math is stressed and geometry for logical thinking.

Chapter 66

VOCATIONAL AND TECHNICAL EDUCATION

2935. Henze, Jurgen. "Developments in Vocational Education Since 1976." COMPARATIVE EDUCATION, 20, 1 (1984), 117-40.
Shows vocational education trends during policy shifts after 1949. Profiles secondary specialized schools, secondary technical schools, workers' training schools, agricultural and vocational high schools, vocational (technical) schools, continuation schools, institutes of higher education for staff and workers in vocational education, radio and TV universities, correspondence education, and adult education of peasants. Has 12 tables and one school ladder chart.

2936. Ho, C.J. "The Way Out of the Graduates of Vocational Schools." EDUCATION & VOCATION, 166 (1935), 385-400.
Found that 74 percent of graduates of 28 vocational schools were employed, but reported plans to analyze how many of them were using the full range of skills taught.

2937. Huang, Yen-p'ei. "Vocational Education in China." BULLETINS ON CHINESE EDUCATION, 2, 1 (1923), 1-13.
A national vocational education association was formed in 1917, which then opened a model school. By 1922, 1,353 vocational schools existed, most at the elementary and secondary levels.

2938. Keller, F.J., and M.S. Viteles. VOCATIONAL GUIDANCE THROUGHOUT THE WORLD. New York: Norton, 1937.

China had few professionally trained vocational guidance workers in the 1930s.

2939. Kobayashi, Yoshifumi. "KŌ EN-BAI TO SHOKUGYŌ KYŌIKU UNDO" (Huang Yanpei and the Movement for Vocational Education). TŌYŌSHI KENKYŪ, 39, 4 (1981), 1-32. In Japanese.

Opposed to traditional education, Huang Yanpei led the vocational education movement, 1910s-1930s, greatly influenced by pragmatism. He was hampered by the poor education climate under the warlords and by his own indifference to revolutionary movements. Support waned from students preoccupied with nationalism and from the middle class, who saw no increase in the supply of ideal workers.

2940. Mauger, Peter. "China: Why Conversion is Taking a Little Longer." TIMES EDUCATIONAL SUPPLEMENT, 3557 (August 31, 1984), 11.

To enhance job placement of secondary school graduates, only one percent of whose age group gain university admission, China hopes that half of its senior secondary schools will become vocational schools. Conversion has been patchy because technical teachers are unavailable, funding is uneven, and parents and students see vocational training as inferior and a barrier to university entrance.

2941. Mauger, Peter. "Foreign Report: China's TVEI." EDUCATION, 163, 14 (April 6, 1984), 290-91.

Evaluated progress in converting secondary schools to vocational and technical schools during a 1983 visit to 21 schools and colleges in eight provinces. Although rural youth have plenty of farming jobs, prejudice against agricultural schools is widespread. Early in 1984 the Agriculture Ministry announced plans to spend 35.4 percent of its capital construction funds on agricultural schools and colleges.

2942. "The Peking School of Engineering." PEOPLE'S CHINA, 5 (March 1, 1956), 26.

A secondary school for training junior technicians to work in engineering and toolmaking plants.

2943. "Running Key Schools Well." PEKING REVIEW, 21, 8 (February 24, 1978), 14-15, 24.

Twenty key schools—administered directly by the Education Ministry and run by its departments of petroleum, metallurgy, coal, and geology—stress subjects related to those fields and require students to combine productive labor with theoretical studies.

2944. "Schools of Diverse Forms." PEKING REVIEW, 21, 7 (February 1978), 11-13.

To speed modernization, workers' and peasants' colleges and correspondence schools (assisted by radio and TV networks) have been opened and are run by factories, communes, and industrial departments under the State Council. Graduates of these work-study courses have credentials equivalent to those given full-time students at secondary schools or college vocational programs.

2945. Sredl, Henry J. "Trends in Vocational and Technical Education in the People's Republic of China." Paper presented at the American Vocational Association, Atlanta, December 1981. ERIC ED 210 548.

Examined vocational and technical education, 1976-81. Found greatest growth in part-time programs for workers, peasants, and Party cadres. The degree-granting television university founded in 1979 had 410,000 students. On-the-job training was widespread. Trend was for continued spread of vocational and technical education to aid modernization.

2946. "Tailoring Education to Fit China." BEIJING REVIEW, 25, 42 (October 18, 1982), 23-28.

Special articles on current and planned changes in secondary education include: Wen Xiajie, "New Skills for a New Era," and Li Ming and Zhao Funian, "Fuxin--Education in an Industrial City." Reforms are intended to strengthen vocational education in secondary schools.

2947. Wang, W.P., and M.T. Wong. "Vocational Education in China." EDUCATION IN CHINA. Edited by Ts'ui-ying Teng and

Timothy Tingfang Lew. Peking: Society for the Study of International Education, 1923, pp. 1-21.
The 1917 founding of China's National Association of Vocational Education and the 1922 designation of three-year vocational schools are cited as evidence of the field's growth.

2948. Yuan, Yiu-zhong. "Technical and Vocational Education in Asia and Oceania: China." BULLETIN OF THE UNESCO REGIONAL OFFICE FOR EDUCATION IN ASIA AND OCEANIA, 21 (June 1980), 53-63.
Describes growth of technical and vocational education, 1949-66, retrenchment under Gang of Four during 1966-76, and renewed emphasis since 1976 on combining theory and practice, especially in agriculture and industry.

2949. Zhang, Jingming. "Jinling Vocational College." CHINA RECONSTRUCTS, 33, 11 (November 1984), 7-8.
Describes Jinling Vocational College as example of post-secondary vocational alternative for the many who cannot find a place in universities.

Chapter 67

WEST, INFLUENCE OF

2950. Capen, Edward W. "The Western Influence in China." RECENT DEVELOPMENTS IN CHINA: CLARK UNIVERSITY ADDRESSES, NOVEMBER, 1912. Edited by George H. Blakeslee. New York: G. E. Stechert, 1913, pp. 93-118.

The West had major revolutionary influence on China, especially through mission education. Condemns extraterritoriality and anti-Chinese prejudice and calls for more educational, medical, and other philanthropic aid.

2951. Franke, Wolfgang. CHINA AND THE WEST. Columbia: University of South Carolina Press, 1967.

"China's Response to the Challenge of the West" chapter recounts the abolition of traditional examinations and the opening of the educational system to Western culture.

2952. Hughes, Ernest Richard. THE INVASION OF CHINA BY THE WESTERN WORLD. New York: Macmillan, 1938.

Summary of a century of Western cultural penetration.

2953. Lee, Thomas H.C. "HSI YANG HSÜEH SHU TI I CHIEH; YEH T'AN WEN HUA CH'UNG CHIEN" (The Translation and Introduction of Western Scholarly Works: With a Discussion of Cultural Reconstruction). SSU YÜ YEN (THOUGHT AND WORD), 19, 4 (1981), 34-38. In Chinese.

Looks at the value of Western learning to China's culture, 1880-1980.

2954. Liu, K.S. "Tendencies in Present-Day Chinese Education." BULLETINS ON CHINESE EDUCATION, 2, 4 (1923), 1-12.

John Dewey, Paul Monroe, and other influences, combined with nationalism, helped promote education, especially science, as a tool for a better life.

2955. Melis, Giorgio. "PRECURSORI E IDEE DELLA RIVOLUZIONE 1911" (Precursors and Ideas of the 1911 Revolution). MONDO CINESE, 9, 3 (1981), 63-67. In Italian.

Examines the Western impact on twentieth century Chinese culture.

2956. Su, Yün-feng. "CHIN TAI CHUNG KUO CHIAO YÜ SSU HSIANG CHIH YEN PIEN" (The Evolution of Educational Thought in Modern China). BULLETIN OF THE INSTITUTE OF MODERN HISTORY, ACADEMIA SINICA, 10 (1981), 1-31. In Chinese.

Surveys Western impact on late Ch'ing period (1850-1911), the rapid social changes after the 1911 revolution, and the development of education in many fields and for women and other groups.

2957. Wada, Sei, ed. KINDAI SHINA BUNKA (MODERN CHINESE CULTURE). Japan: Kōfūkan, 1943. In Japanese.

Articles on Japanese and Western influences: "The History of Modern Chinese Culture, with Special Reference to the Introduction of the Foreign Educational System After the Opium War," pp. 53-84; and "The Printing Culture of Modern China," pp. 221-58.

2958. Yen, Fu. YEN-I MING-CHU TS'UNG-K'AN (YEN'S TRANSLATION WORK). 8 vols. Shanghai: Commercial Press, 1931. In Chinese.

Classic translations of Thomas Huxley, EVOLUTION AND ETHICS; Adam Smith, WEALTH OF NATIONS; John Stuart Mill, ON LIBERTY; Montesquieu, SPIRIT OF LAWS; Herbert Spencer, STUDY OF SOCIOLOGY, and others.

Chapter 68

WOMEN'S AND GIRLS' EDUCATION

2959. Andors, Phyllis. THE UNFINISHED LIBERATION OF CHINESE WOMEN, 1949-1980. Bloomington: Indiana University Press, 1983.

On Western-influenced education for women, socialist campaigns for women's education, rural women's education, women's education during the Cultural Revolution, and birth control education.

2960. Beahan, Charlotte L. "In the Public Eye: Women in Early Twentieth-Century China." HISTORICAL REFLECTIONS, 8, 3 (1981), 215-38.

Women, philanthropic, and nationalist groups worked to improve women's conditions after 1900, extended education to them, and involved them in political and social life.

2961. Beck, Lois, and Nikki Keddie, eds. WOMEN IN THE MUSLIM WORLD. Cambridge, MA: Harvard University Press, 1978.

Essays on Muslim women's education in China and eight other countries.

2962. Brugger, William. "The Male (and Female) in Chinese Society." IMPACT OF SCIENCE ON SOCIETY, 21, 1 (January-March 1971), 5-19.

Lower level Party cadres (local leaders) in the 1950s were not successful in advancing women's equality, despite considerable propaganda and education.

2963. Budd, Josephine E. "Education for Women." LAYMEN'S FOREIGN MISSIONS FACT-FINDERS' REPORTS: CHINA. VOLUME V. SUPPLEMENTARY SERIES. PART TWO. Edited by Orville A. Perry. New York: Harper, 1933, pp. 535-77.

Analyzed female education at all school levels: curriculum, leadership, and finances. Found the curriculum in government and mission schools weak in practical subjects, tuition costs too high for poor students, and the salary gap between foreign and Chinese teachers too wide.

2964. Burton, Margaret E. THE EDUCATION OF WOMEN IN CHINA. New York: Fleming Revell, 1911.

Based on a 1909 visit to both mission and Chinese schools for girls. Although some women were educated in ancient China, the tradition before 1842 of ignoring girls' schooling continued until missions began and extended opportunities for girls. Describes the growing popularity of women's education and opportunities for expanding it.

2965. Chan, Anita. "Rural Chinese Women and the Socialist Revolution: An Inquiry Into the Economics of Sexism." JOURNAL OF CONTEMPORARY ASIA, 4, 2 (1974), 197-207.

The Confucian ethic and their lack of an economic base have kept peasant women in low status. Communist marriage laws and land reform have helped, women's literacy has increased, but they are far from equal to men.

2966. Chan, Itty. "Women of China: From the Three Obediences to Half-the Sky." JOURNAL OF RESEARCH AND DEVELOPMENT IN EDUCATION, 10, 4 (Summer 1977), 38-52.

Survey of the education and role of women before and after 1949, when their role changed dramatically to comply with Mao's assertion that "women hold up half the sky."

2967. Chang, Yü-fa. "Women—A New Social Force." CHINESE STUDIES IN HISTORY, 11, 2 (1977-1978), 29-55.

Women's rights movement shows the important role of mission schools and individual reformers in promoting women's education.

2968. Collins, Leslie E. "Issues of Equality and Equity in the Chinese Feminist Movement." Paper presented at the Midwest Sociological Society annual meeting, April 1977.

Education and political power were two foci of the feminist movement, 1900-20. Author analyzed the movement's ideology in terms of equality and equity (justice).

2969. Drucker, Alison R. "The Role of the YWCA in the Development of the Chinese Women's Movement, 1890-1927." SOCIAL SERVICE REVIEW, 53, 3 (September 1979), 421-40.

The partly religious Young Women's Christian Association after 1890 initiated women's literacy, vocational training, physical education, overseas scholarships, infant hygiene, and nutrition. YWCA prestige declined among educated Chinese but left a heritage that helped politicize women's organizations of the late 1920s.

2970. Eberstadt, Nick. "Women and Education in China: How Much Progress?" NEW YORK REVIEW OF BOOKS, 26, 6 (April 19, 1979), 41-45.

Women are China's largest disadvantaged minority. Illiteracy is mainly rural and female (estimated literacy, 60-70 percent; male-female elementary school enrollment ratio, six to four). Although Communists improved their status, women remain second-class citizens, are paid less, and are burdened by home and child-care duties while working.

2971. Farber, Seymour M., and Roger H.L. Wilson, eds. THE CHALLENGE OF WOMEN. New York: Basic Books, 1966.

Contributors (13) examine implications of population explosion on women. Chapter on women's education, both general and professional, with some U.S.-U.S.S.R. and U.S.-China comparisons.

2972. Holmgren, Jennifer. "Myth, Fantasy or Scholarship: Images of the Status of Women in Traditional China." AUSTRALIAN JOURNAL OF CHINESE AFFAIRS, 6 (1981), 147-70.

Contends that the status of women was basically the same in China and in non-Han cultures around China, that female infanticide was no more prevalent in China than in Europe, and that the education of women was not fundamentally different from that of men.

2973. Hunter, Jane. THE GOSPEL OF GENTILITY: AMERICAN WOMEN MISSIONARIES IN TURN-OF-THE-CENTURY CHINA. New Haven: Yale University Press, 1984.

Descriptions of private, government, and mission schools for girls and women, and the more important women's colleges.

2974. Kao, Kyuin-san. "The Progress of Women's Education." CHINA QUARTERLY, 1, 3 (March 1936), 15-22.

Women's education, begun by missions before 1860, grew rapidly in the twentieth century. Government regulation and support, begun in 1907, increased after 1912 and was hastened by the May 4th Movement (1919).

2975. Keeling, Ann. "Chinese University Women." CHINA NOW, 101 (March-April 1982), 23-25.

Interviewed 20 women students, most over age 25, at People's University, Peking, about their education and attitudes on work and marriage. All believed that China unofficially discriminates against women.

2976. Kessler, Evelyn S. WOMEN, AN ANTHROPOLOGICAL VIEW. New York: Holt, Rinehart and Winston, 1976.

Selections from key anthropological works. Education and schooling are mentioned briefly in Jan Myrdal, REPORT FROM A CHINESE VILLAGE, 1965. See entry 2334.

2977. McCrea, Joan M. "The Socio-Economic Role of Women in the People's Republic of China." WOMEN'S STUDIES INTERNATIONAL FORUM, 6, 1 (1983), 57-72.

Equal rights for women in education and in all aspects of Chinese life, espoused by the Communists, has not overcome the traditional bias against women but has aided the drive for change.

2978. Mei-sheng, ed. CHUNG-KUO FU-NÜ WEN-T'I T'AO-LUN CHI (DISCUSSIONS OF CHINESE WOMEN'S PROBLEMS). 3 vols. Shanghai: 1929. In Chinese.

Section on women's education and coeducation.

2979. Milton, Nancy Dall. "Women in China." BERKELEY JOURNAL OF SOCIOLOGY, 16 (1971-1972), 106-20.

Most women in pre-Communist China were illiterate and oppressed politically, economically, and personally. Women's equality was a central issue in the May 4th Movement, in Mao Tse-tung's early essays, and in post-1949 official pronouncements.

2980. Ono, Kazuko. "SHIN-MATSU NO FUJINKAIHŌ-SHISŌ" (The Emancipation of Women under the Later Ch'ing Dynasty). SHISŌ, 525 (1968), 86-99. In Japanese.

Points to late Ch'ing appeals for educating women and such organized activities as publishing a women's magazine. Concludes that the women's movement failed to merge with political reform movements.

2981. Ōsumi, Itsuro. "SHINMATSU NI OKERU FUJINKAIHŌ TO JOKYO SHU KIN" (The Movement for the Emancipation of Women in the Late Ch'ing Dynasty and Ch'in Chin). DŌSHISHA HŌGAKU, 88 (1964), 58-77. In Japanese.

Women's emancipation in China paralleled the spread of education after the mid-nineteenth century. Author presents intellectual aspects and describes the science-for-women movement.

2982. Pan, Q. "Notes on Modern Marriage." CHINA CRITIC, 2 (1929), 169-72.

Found that the higher her educational attainment the more likely a woman was to believe that marriage should provide romantic life and companionship.

2983. Rau, Margaret. HOLDING UP THE SKY: YOUNG PEOPLE IN CHINA. New York: Dutton, 1983.

Education is described along with other daily experiences of representative young Chinese (ages 18-29) in various regions. Changing attitudes toward women, minorities, and religion are included.

2984. Reinhardt, Aurelia Henry et al. "Education. Oriental Woman in Educational Process. World League of International Education Associations. Creative Efforts in China's Cultural Transformation." PROCEEDINGS OF THE INSTITUTE FOR INTERNATIONAL RELATIONS, UNIVERSITY OF CALIFORNIA, BERKELEY, AUGUST 8-15, 1930, 6 (1930), 301-15.
Women students at Nankai University show progress in women's education.

2985. Roberts, Joan I., ed. BEYOND INTELLECTUAL SEXISM: A NEW WOMAN, A NEW REALITY. New York: David McKay, 1976.
Chapters on women's education in Sweden, China, and Israel.

2986. Sasajima, Kōsuke. "SHINCHŌ MAKKI KARA CHŪKA MINKOKU SHOKI NI OKERU CHŪGOKU JOSHI TAIIKU NI TAISURU ICHI KŌSATSU" (A Discussion on Physical Education of Chinese Girls in the Era Between the Last Days of Ch'ing Dynasty and Early Days of Republican China). COLLECTED ARTICLES ON CHINA, 9, 4 (1968), 73-83. In Japanese.
Concludes that female students received no physical education in late Ch'ing-early Republican period.

2987. Shang, Hsu-shou et al. "Education of Women in China." EDUCATION IN CHINA. Edited by T.Y. Teng and T.T. Lew. Peking: Society for the Study of International Education, 1923, pp. 1-35.
Growth of women's education since the 1909 imperial edict calling for girls' primary schools and teacher training for women. Praises the influence of missions and lists by province and city mission girls' schools with enrollments.

2988. Siu, Bobby C.Y. "The Origin and Development of the Women's Revolutionary Movement in China, 1900-1912."

SOCIOLOGICAL ABSTRACTS 78S08682 ISA 1978 2275, 26, Supplement 78 (April 1978), 230-31.

Educated women led the women's revolutionary movement, 1900-12, communicating through women's schools, student associations, and political orgranizations. They founded at least 44 organizations and nine revolutionary periodicals aimed not at promoting a democratic republic but at abolishing the Manchu regime.

2989. Siu, Bobby C.Y. "The Rise of Women's Consciousness in China in the Beginning of the Twentieth Century." SOCIOLOGICAL REVIEW, 4 (1974), 16-26.

Examines causes for the rise in women's consciousness in early twentieth century China: more women's education, job opportunities, decline of Confucianism, and challenge of Western ideas.

2990. Snow, Helen Foster. WOMEN IN MODERN CHINA. The Hague, The Netherlands: Mouton, 1967.

"Women and Education" chapter tells of missions' early influence on girls' education; cites Communist efforts to extend education to girls and women.

2991. Somerville, Rose M. "China and Sex Role Changes." ADULT LEADERSHIP, 24, 4 (December 1975), 137-41, 155.

Traditional attitudes limit the extent to which education prepares women for more varied occupational roles.

2992. Tang, Chindon Yiu. "Woman's Education in China." BULLETINS ON CHINESE EDUCATION, 2, 9 (1923), 1-36.

Missionaries began educating girls in 1844, and in the twentieth century female education grew. By 1923 girls numbered under 6.3 percent of the total enrollment at all school levels.

2993. Tsao, Li-yieni. "The Life of a Girl in China." ANNALS OF THE AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE, 39 (January 1912), 62-70.

Upper and middle class families usually allowed preteenage daughters to share with sons literacy instruction given by private tutors. As they matured, daughters were taught domestic arts.

2994. Wallace, Lydia Ethel. HUA NAN COLLEGE, THE WOMAN'S COLLEGE OF SOUTH CHINA. New York: United Board for Christian Colleges in China, 1956.

Describes mission-founded women's college which the Communists in 1951-52 merged with three other institutions to form Foochow National University.

2995. Wolf, Margery, and Roxane Witke, eds. WOMEN IN CHINESE SOCIETY. Stanford, CA: Stanford University Press, 1975.

Canadian scholar Elizabeth Johnson's chapter found a wide education gap between younger women and their mothers. She knew only one village woman over age 50 who could read. Economic pressure caused girls more than boys to leave school at age 14 to aid family income and also to save the cost of secondary education. But parents had high aspirations for their children's education. Roxane Witke's chapter, "Chiang Ch'ing's Coming of Age," based on 1972 interview, mentions the education of Mao's last wife.

2996. Young, Marilyn Blatt, ed. WOMEN IN CHINA: STUDIES IN SOCIAL CHANGE AND FEMINISM. Ann Arbor: University of Michigan, Center for Chinese Studies, 1973.

Studies on Chinese women before and after 1949, including their education or lack of it, marriage, family, and childrearing.

Chapter 69

WORK-STUDY PROGRAMS (THEORY AND PRACTICE)

2997. Barendsen, Robert D. HALF WORK HALF STUDY SCHOOLS IN COMMUNIST CHINA. RECENT EXPERIMENTS WITH SELF-SUPPORTING EDUCATIONAL INSTITUTIONS. Washington, DC: Government Printing Office, 1964.
About experiments with self-supporting agricultural middle schools and industrial labor universities begun with the Great Leap Forward in 1958.

2998. Chen, Iu-sin. "SOEDINENIE OBRAZOVANIIA S PROIZVODITEL'NYM TRUDOM V SHKOLAKH KITAISKOI NARODNOI RESPUBLIKI" (Combining Study with Productive Work in the Schools of the People's Republic of China). SOVETSKAIA PEDAGOGIKA, 25, 1 (January 1961), 116-25. In Russian.

2999. James Chester. "Half-Work and Half-Study in Communist China." PACIFIC AFFAIRS, 32, 2 (June 1959), 187-93.
The trend toward combining physical and mental labor at primary schools through university level can lead to further regimentation of youth but will not necessarily integrate the masses with intellectuals.

3000. Crook, David. "Open-Door Schooling." CHINA NOW, 84 (May-June 1979), 14-15.
Teacher at Foreign Languages Institute, Peking, gives examples of combining farm work with language learning.

3001. "Education." Quarterly Chronicle and Documentation. CHINA QUARTERLY, 38 (April-June 1969), 178-79.

Gives example and urges continuation of links between factories and schools to encourage work-study patterns.

3002. Frazier, Calvin, and Wilson Riles. "Work and Study." CHINESE EDUCATION, 11, 4 (Winter 1978-79), 68-85.

U.S. educators observed that work-study in China had been integrated at each school level to a degree unsurpassed elsewhere.

3003. Kerr, Clark et al. OBSERVATIONS ON THE RELATIONS BETWEEN EDUCATION AND WORK IN THE PEOPLE'S REPUBLIC OF CHINA; REPORT OF A STUDY GROUP, APRIL 25 TO MAY 15, 1978. EXTENDED VERSION. Berkeley, CA: Carnegie Council on Policy Studies in Higher Education, 1978. ERIC ED 175 967.

Describes attempts to integrate education with work. Surveys major events in China, 1949-76, and describes post-1976 education policy.

3004. Li, Yongzeng. "Work-Study Programmes in Primary and Middle Schools." BEIJING REVIEW, 25, 45 (November 8, 1982), 21-24.

China has one million elementary and secondary schools, 431,000 of which have work-study programs (40,360 of them run factories; many others have farms). Education comes first and work second. Allocation of work time is at the discretion of the local school.

3005. Lu, Ting-yi. "Education Must Be Combined with Productive Labour." CHINESE COMMUNIST EDUCATION. Edited by Stewart E. Fraser. Nashville, TN: Vanderbilt University Press, 1965, pp. 283-300.

A 1958 analysis of China's educational philosophy concludes that students need to be both "red and expert" if the country is to meet long-term goals.

3006. Lucas, Christopher J. "Maoist Pedagogy: On Combining Learning and Labor." JOURNAL OF INDUSTRIAL

TEACHER EDUCATION, 11, 3 (Spring 1974), 79-84.
Discusses the theories and practices supporting efforts to combine learning and physical work throughout the education system.

3007. Munro, Donald J. "Maxims and Realities in China's Educational Policy: The Half-Work, Half-Study Model." ASIAN SURVEY, 7, 4 (April 1967), 254-72.
Before 1966 some half-work, half-study schools existed, dating back to the Yenan period, but most schools and universities were more heavily academic. Mao, in the Cultural Revolution, wanted to apply the work-study pattern to all education despite the threat such a change posed to modernization.

3008. "'Open-Door' Schooling." CHINA RECONSTRUCTS, 23, 11 (November 1974), 2-6.
At No. 28 Middle School, Shenyang, the Revolutionary Committee runs the school and stresses work in the school-run factory.

3009. Ouyang, Hui-lin. "New Type Schools Make Good." PEKING REVIEW, 6, 26 (June 28, 1963), 23-24, 28.
Part-work, part-study agricultural secondary schools in Kiangsu Province.

3010. Price, Ronald F. "'Community and School,' and Education in the People's Republic of China." COMPARATIVE EDUCATION, 12, 2 (June 1976), 163-74.
Contrasts Australian and U.S. community-school relations with China's preference for combining education with productive labor. Also cites the involvement of nonacademics in choosing higher education students.

3011. Price, Ronald F. "Labour and Education." COMPARATIVE EDUCATION, 20, 1 (1984), 81-91.
Examines the variously interpreted work-study ideas of Robert Owen and Karl Marx as tried in China since 1949.

3012. Price, Ronald F. "Labour and Education in Russia and China." COMPARATIVE EDUCATION, 10, 1 (March 1974), 13-23.
Analyzes the contrasting practices and purposes in "combining productive labour with education," as developed in China and the U.S.S.R.

3013. Price, Ronald F. "The Part-Work Principle in Chinese Education." CURRENT SCENE: DEVELOPMENTS IN THE PEOPLE'S REPUBLIC OF CHINA, 9, 9 (September 1973), 1-11.
Analyzes the theoretical and practical bases of part-work, part-study schooling. Examines types of institutions used to implement it and evaluates experiments tried in the late 1950s and early 1970s.

3014. Priestley, K.E. EDUCATION IN CHINA. Hong Kong: Dragonfly Books, 1961.
Discusses the political uses of education and requirements that students work, both weakening academic quality.

3015. RED FLAG. "A New Type of School That Combines Theory with Practice." CHINESE EDUCATION, 2 (Fall 1969), 15-27.
Investigative report on the Wukow Part-Time Tea Growing and Part-Time Study Middle School in Wuyuan County, Kiangsi Province.

3016. "Revolution in Education: Schools are Factories, Factories are Schools." PEKING REVIEW, 19, 12 (March 19, 1976), 14-16.
Describes the curriculum and the operation of Talien Engineering Institute; during the Cultural Revolution it was run in cooperation with a shipyard, factories, and mines as part of Mao's work-study system.

3017. Sidel, Ruth, and Victor W. Sidel. "Education in the People's Republic of China: How Many Wheelbarrows of Nightsoil do the Red Guards Collect to Serve the People of the Commune?" TEACHERS COLLEGE RECORD, 76, 4 (May 1975), 605-16.

Illustrates the Cultural Revolution's ideal that physical and intellectual labor, both of value, are necessary for each other.

3018. Snow, Edgar. "Aftermath of the Cultural Revolution." NEW REPUBLIC, 164, 15 (April 10, 1971), 18-21.

Examines drive to assure Maoist education by nonformal programs, by combining productive work with studies, and by requiring at least three years of manual labor before allowing those selected by work colleagues to enter higher education.

3019. "Students in Suburban Farms." PEKING REVIEW, 44 (November 1, 1963), 15.

Urban secondary school students spent two weeks living and working on the land.

3020. Wang, Hsueh-wen. "The Half-Work and Half-Study System on the Chinese Mainland: History and Development." ISSUES AND STUDIES, 11, 11 (1975), 12-24.

The work-study program, part of China's educational policy for colleges and universities since 1951, was developed particularly during Cultural Revolution.

3021. Williamson, Caroline. "Open-Door Schooling." CHINA NOW, 98 (September-October 1981), 2-5.

Experienced rural and factory work as part of the work-study program while teaching in Peking, 1974-76. Describes instructional materials developed which often emphasized work experiences (after 1976 students' manual labor was curtailed).

3022. "Work-Study Schools." Quarterly Chronicle and Documentation. CHINA QUARTERLY, 23 (July-September 1965), 213-14.

Work-study schools, introduced during the Great Leap Forward, will become a main part of the education system.

3023. "Work-Study System." BEIJING REVIEW, 22, 32 (August 10, 1979), 8.

Jilin Province has over 4,000 factories and 15,600 farms run by schools.

Chapter 70

YENCHING UNIVERSITY

3024. Barnett, Suzanne Wilson. "Two-Way Bridges: Educating New China." HISTORY OF EDUCATION QUARTERLY, 20, 1 (1980), 101-08.

Review of Philip West's YENCHING UNIVERSITY AND SINO-WESTERN RELATIONS, 1916-1952, important Western university in Peking. Describes the history, officials, and organization of the four institutions which U.S. missionary groups consolidated to form Yenching University to its dissolution under Mao and reappearance as the site of Peking University. See entry 3028.

3025. Chiang, Yin-en. "Yenching—The Rebirth of a University." PEOPLE'S CHINA, 2, 10 (May 16, 1951), 19-20.

Account of the Ministry of Education's takeover of U.S.-founded and financed Yenching University.

3026. Edwards, Dwight Woodbridge. YENCHING UNIVERSITY. New York: United Board for Christian Higher Education in Asia, 1959.

History of Yenching University in Peking includes background of Western higher education in China. Yenching University was sponsored jointly by U.S. Methodists, Presbyterians, and Congregationalists, and by Britain's London Missionary Society. Its president, John Leighton Stuart, became a leading authority on China, and its faculty included journalist Edgar Snow. Communists took over Yenching early in 1949, and its campus in 1952 became part of Peking University.

3027. Rugh, Arthur Douglas. "Young Asia on the Campus." ASIA, 36 (1936), 663-65.

Yenching University students, a few years previously, were strongly anti-Christian. That attitude was replaced by religious tolerance or even indifference as students became concerned about concrete problems of existence and survival.

3028. West, Philip. YENCHING UNIVERSITY AND SINO-WESTERN RELATIONS, 1916-1952. Cambridge, MA: Harvard University Press, 1976.

Yenching University, founded in 1916 by U.S. missionaries, is seen in the context of China's drive for national salvation. Biographical sketches of U.S. and Chinese Christians who worked there show how they reacted to and were often part of major movements sweeping China. See entry 3024.

Chapter 71

YOUTH: ORGANIZATIONS, PROBLEMS, CRIME

3029. ALL-CHINA YOUTH FEDERATION. THE FIRST SESSION OF THE SIXTH COMMITTEE OF THE ACYF. MAIN DOCUMENT. Peking: All-China Youth Federation, 1983.
Contains speeches, ACYF constitution, list of officers, a short guide to ACYF (composed of Communist Youth League, All-China Students Federation, All-China Young Men's and Young Women's Christian Associations, and youth federations throughout China), and 1982 school statistics.

3030. Barnett, A. Doak, ed. CHINESE COMMUNIST POLITICS IN ACTION. Seattle: University of Washington Press, 1969.
Policies toward youth are discussed in one of 11 essays on China's political system.

3031. Butterfield, Fox. "Peking is Troubled about Youth Crimes." NEW YORK TIMES, March 11, 1979, p. 1.
Contends that school truancy and rising juvenile crime are rooted in the frustration and aimlessness the Cultural Revolution spawned. Yingkou, in Liaoning Province, reported more than ten percent of high school students were absent for more than three months. Estimated 60 percent of crime is caused by young people.

3032. Butterfield, Fox. "The Pragmatists Take China's Helm." NEW YORK TIMES MAGAZINE, December 28, 1980, pp. 20-26, 30-35.

Post-Mao leaders, intent on hastening economic development, face disaffected youth. The Cultural Revolution left apathy and cynicism among 20- to 35-year-olds that has seeped down to teenagers. A typical 16-year-old high school student belittled required politics classes and admitted joining the Communist Youth League only because her teacher said membership was necessary for college admission.

3033. Chao, Shu-li. "YU-I CHIH HUA" (Flower of Friendship). TUNG-HAI, 9 (1958), 48-54. In Chinese.

Fictional account of a teacher and students who helped reform a problem student in a Peking mechanical engineering school.

3034. Chin, Ai-li Sung. "Some Problems of Chinese Youth in Transition." AMERICAN JOURNAL OF SOCIOLOGY, 54, 1 (July 1948), 1-9.

Letters from middle-class young adults in China show some of the problems caused by widespread social change. Formerly dominated by their families, these youths see self-improvement through education as the best substitute for family guidance.

3035. China Youth Publishing House. CHUNG-KUO HSIN MIN-CHU CHU-I CH'ING-NIEN T'UAN TI-I TZ'U CH'ÜAN-KUO TAI-PIAO TA-HUI WEN-HSIEN (STRUGGLE FOR UNITING AND EDUCATING THE YOUNG GENERATION—DOCUMENTS OF THE FIRST NATIONAL CONGRESS OF THE NEW DEMOCRATIC YOUTH LEAGUE). Peking: China Youth Publishing House, 1949. In Chinese.

Speeches and reports by Youth League leaders plus program, constitution and resolutions adopted by the first congress, April 1949, in Peking. Appendix includes brief description of Chinese Communist-led youth activities, 1921-49.

3036. Chintamani, C. "Reconstruction of Mass Organizations in China: Who Controls Labour Unions Now?" CHINA REPORT, 9, 4 (1973), 3-6.

The Communist Youth League recovered from the Red Guard takeover and was reactivated.

3037. Dalin, Sergei Alekseevich. MOLODEZH' V REVOLIUTSIONNOM DVIZHENII V MONGOLII (YOUTH IN THE REVOLUTIONARY MOVEMENT IN MONGOLIA). Moscow: Novaia Moskva, 1924. In Russian.

3038. Dixon, John. "The Welfare of Urban Youth in China 1949-79." JOURNAL OF ADOLESCENCE, 4, 1 (March 1981), 1-12.
Concluded that the Communists are unclear about urban youth's role and that out-of-school activities and permanent resettlement in rural reas have been ineffective.

3039. Emerson, John Philip. "Urban School-Leavers and Unemployment in China." CHINA QUARTERLY, 93 (March 1983), 1-16.
Unemployment, a problem unpublicized for 20 years, has burgeoned since late 1978 when urban youth long assigned to rural areas began returning to cities. The largest unemployed group is school-leavers, especially women, seeking their first jobs (usually a lifetime assignment). Long before students finish schooling, they and their families begin the job search.

3040. Funnell, Victor C. "The Chinese Communist Youth Movement 1949-1966." CHINA QUARTERLY, 42 (April-June 1970), 105-30.
Describes origin and organization of the Youth League which, like other youth movements under Party rule, was in "suspended animation" during the Cultural Revolution when the deliberately disruptive Red Guards held sway. Also examined is the Young Pioneers (for children aged 9-15).

3041. Jagan, Larry. "Reforming China's Delinquents." CHINA NOW, 91 (July-August 1980), 22-23.
Editor of CHINA NOW describes an austere Peking school for delinquents where teachers and students made decisions collectively.

3042. Joshi, Gopa. "The CYL: A Link Between the Party and the Youth 1949-56 (I)." CHINA REPORT, 16, 3 (1980), 15-26.

The Communist Youth League in 1946 became the New Democratic Youth League, an adjunct of the Communist Party. Its main success, 1949-56, was to help develop heavy industry. Because of poor education and other problems, it was less successful in helping with agricultural collectivization and ideological education.

3043. Joshi, Gopa. "Youth in Post-Mao China 1976-80." CHINA REPORT, 17, 4 (July-August 1981), 7-21.

Post-Mao leaders are aware of youthful discontent (city youth sent to rural communes to work, part-time students versus full-time students, students returned from study abroad) and are trying to ease unrest.

3044. Klingenberg, Felicia. "Chinese Students Reportedly Facing 'Crisis of Confidence.'" CHRONICLE OF HIGHER EDUCATION, 20, 3 (March 18, 1980), 19.

According to a Shanghai newspaper, students are questioning why Marxism-Leninism has failed to bring better living conditions. They are unresponsive to political lessons taught in school.

3045. Leader, Shelah Gilbert. "The Communist Youth League and the Cultural Revolution." ASIAN SURVEY, 14, 8 (August 1974), 700-15.

The Cultural Revolution revamped the Communist Youth League by installing as leaders younger peasants, women, and minorities whose chief task was to assure that youth would undertake a life of physical labor.

3046. Li, Meng-ch'uan. "Youth League Affairs and Youth Movements." COMMUNIST CHINA 1964. Vol. II. Edited by Union Research Institute. Hong Kong: Union Research Institute, 1965, pp. 240-61.

Stepped up ideological activities for youth in 1964 coincided with their frustration over marriage, family life, and work assignments.

YOUTH: ORGANIZATIONS, PROBLEMS, CRIME

3047. Lin, Yanzhi. "Let Us Rally and Study Hard to Prepare Ourselves for the Historic Task of Modernizing China: Report to the 20th National Congress of the All-China Students' Federation (ACSF), August 17, 1983." THE TWENTIETH NATIONAL CONGRESS OF THE ACSF. Peking: All-China Students' Federation, 1983, pp. 13-36.

Exhortation to student federation to advance progress in the four modernizations.

3048. May, Julian. "From College to Work in China." CHINA NOW, 111 (New Year 1985), 31-32.

Taught English in China, 1981-83. Found that higher education students, though assured jobs, were keenly concerned about job placement because, once assigned, job changes or transfers were rare.

3049. Raddock, David M. "Between Generations: Activist Chinese Youths in Pursuit of a Political Role in the SAN-FAN and in the Cultural Revolution." CHINA QUARTERLY, 79 (September 1979), 511-29.

In the 1950s SAN-FAN movement and the late 1960s Cultural Revolution, youth attacked their elders ostensibly to advance the Communist cause. Teachers and other academic leaders were often targeted in the later movement. The trend toward egalitarianism may lessen intergenerational clashes.

3050. Wang, Hsüeh-wen. "Maoist Rectification of the Young Communist League." ISSUES AND STUDIES, 7, 2 (November 1970), 29-38.

Goal during the Cultural Revolution was that the Young Communist League should control young activists and assure ideological compatibility with Mao Tse-tung.

3051. Wang, John. "China's Jobless Youth: A Mounting Problem." NEW YORK TIMES, September 30, 1979, Section 3, p. 11.

Unemployment is high among the seven million who leave high school annually, only 300,000 of whom enter college.

3052. Yen, Maria. THE UMBRELLA GARDEN: A PICTURE OF STUDENT LIFE IN RED CHINA. New York: Macmillan, 1954.

A student's description of educational changes soon after 1949 and of the escape of many students to Hong Kong with plans to work to overthrow Communism.

3053. "Youth League." Quarterly Chronicle and Documentation. CHINA QUARTERLY, 26 (July-September 1966), 216.

Reports on the growth of the Young Pioneers and the Youth League.

See also Chapter 53, RUSTICATION: RESETTLING URBAN YOUTH IN RURAL AREAS.
Chapter 60, STUDENT MOVEMENTS AND STUDENT-LED REVOLTS.

JOURNALS USED

ACADÉMIA (Vienna, Austria)
ACADEMY OF POLITICAL SCIENCE PROCEEDINGS (New York)
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ACTA SOCIOLOGICA (Copenhagen, Denmark)
ACTA ZOOLOGICA SINICA (Peking)
ACTES DE LA RECHERCHE EN SCIENCES SOCIALES (Paris)
ACUPUNCTURE AND ELECTROTHERAPEUTICS RESEARCH (Elmsford, NY)
ADULT EDUCATION (London)
ADULT LEADERSHIP (since 1977, LIFELONG LEARNING: THE ADULT YEARS, Washington, DC)
ADVANCEMENT OF SCIENCE (England)
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AMERICAN JOURNAL OF DISEASES OF CHILDREN (Chicago)
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FUTURE (same, CHIEN-T'U, China)

GAZETTE (Deventer, The Netherlands)
GEOGRAPHICA HELVETICA (Bern, Switzerland)
GEOGRAPHICAL KNOWLEDGE (Kanpur, India)
GEOGRAPHICAL REVIEW (New York)
GEOGRAPHISCHE RUNDSHAU (Braunschweig, Federal Republic of Germany)
GEOGRAPHISCHE ZEITSCHRIFT (Wiesbaden, Federal Republic of Germany)
GEOGRAPHISCHER ANZEIGER (Gotha, German Democratic Republic)
GEOGRAPHY (London)
GUIDE WEEKLY (China)

HARPER'S (New York)
HARVARD EDUCATIONAL REVIEW (Cambridge, MA)
HARVARD GRADUATE SCHOOL OF EDUCATION ASSOCIATION BULLETIN (Cambridge, MA)
HARVARD JOURNAL OF ASIATIC STUDIES (Cambridge, MA)
HEALTH RIGHTS NEWS (Chicago)
HET KOUTER (Arnhem, The Netherlands)
HIGHER EDUCATION (The Netherlands)
HIGHER EDUCATION (Washington, DC)
HISTORICA SCIENTIARUM (Japan)
HISTORICAL AND GEOGRAPHICAL REVIEW (same, SHIH-TI HSÜEH-PAO, Shanghai)
HISTORICAL MAGAZINE OF THE PROTESTANT EPISCOPAL CHURCH (Austin, TX)
HISTORICAL REFLECTIONS (Ontario, Canada)
HISTORY OF EDUCATION QUARTERLY (New York)
HOCHLAND (Federal Republic of Germany)
HONG KONG JOURNAL OF PUBLIC ADMINISTRATION (Hong Kong)
HSIEH TA JOURNAL (Foochow, China)
HSIN CHUNG HUA (same, NEW CHINA FORTNIGHTLY, Shanghai)
HSIN LI HSÜEH PAO (same, ACTA PSYCHOLOGICA SINICA, Peking)
HSIN-SHE-HSÜEH-PAO (Singapore)
HUMAN DEVELOPMENT (White Plains, NY)
HUMAN ORGANIZATION (Ithaca, NY)

JOURNALS USED

ILLINOIS: PERSPECTIVES ON THE UNIVERSITY OF ILLINOIS (Champaign-Urbana, IL)
IMPACT OF SCIENCE ON SOCIETY (Paris)
INDEPENDENT REVIEW (later, ALBANY REVIEW, London)
INDIA QUARTERLY (New Delhi, India)
INDIANA SOCIAL STUDIES QUARTERLY (Muncie, IN)
INDOCHINESE REVIEW (same, REVUE INDO CHINOISE, France)
INFORMATION BULLETIN (Nanking)
INFORMES DE CHINA (Buenos Aires, Argentina)
INNOVATION (Geneva, Switzerland)
INNOVATOR (Ann Arbor, MI)
INTEGRATED EDUCATION: RACE AND SCHOOLS (Amherst, MA)
INTELLECT (New York)
INTERNATIONAL CHILD WELFARE REVIEW (Geneva, Switzerland)
INTERNATIONAL EDUCATION (Knoxville, TN)
INTERNATIONAL JOURNAL (Toronto, Canada)
INTERNATIONAL JOURNAL OF BEHAVIORAL DEVELOPMENT (Amsterdam, The Netherlands)
INTERNATIONAL JOURNAL OF GROUP TENSIONS (New York)
INTERNATIONAL JOURNAL OF HEALTH SERVICES (Farmingdale, NY)
INTERNATIONAL JOURNAL OF POLITICAL EDUCATION (Amsterdam, The Netherlands)
INTERNATIONAL JOURNAL OF PSYCHOLOGY (Paris)
INTERNATIONAL LIBRARY REVIEW (United Kingdom)
INTERNATIONAL PERSPECTIVE (Ottawa, Ontario, Canada)
INTERNATIONAL PHILOSOPHICAL QUARTERLY (Bronx, NY)
INTERNATIONAL REVIEW OF EDUCATION (The Hague, The Netherlands)
INTERNATIONAL REVIEW OF HISTORY AND POLITICAL SCIENCE (Meerut, India)
INTERNATIONAL SCIENCE AND TECHNOLOGY (New York)
INTERNATIONAL SOCIAL SCIENCE JOURNAL (Paris)
INTERNATIONAL SOCIAL WORK (Bombay, India)
INTERNATIONAL STUDIES (New York)
ISIS (Baltimore, MD)
ISSUES AND STUDIES (Taiwan)
ISTORICHESKII ARKHIV (Leningrad)
ITEMS (same, SOCIAL SCIENCE RESEARCH COUNCIL ITEMS, New York)

IWANAMI SERIES ON ORIENTAL TRENDS (Japan)

JANUS (Amsterdam, Netherlands)
JAPAN (Tokyo)
JAPAN FOLKLORE STUDIES (Japan)
JAPANESE JOURNAL OF HYGIENE (Tokyo)
JAPANESE JOURNAL OF NURSING (Tokyo)
JAPANESE STUDIES IN THE HISTORY OF SCIENCE (Japan)
JEDNOTNA SKOLA (Bratislava, Czechoslovakia)
JOURNAL ASIATIQUE (same, ASIAN JOURNAL, Paris)
JOURNAL FÜR DIE REINE UND ANGEWANDTE MATHEMATIK (Berlin)
JOURNAL OF ADOLESCENCE (London)
JOURNAL OF APPLIED PSYCHOLOGY (Washington, DC)
JOURNAL OF ASIAN AND AFRICAN STUDIES (Leiden, The Netherlands)
JOURNAL OF ASIAN HISTORY (Wiesbaden, Federal Republic of Germany)
JOURNAL OF ASIAN STUDIES (Ann Arbor, MI)
JOURNAL OF COMMUNICATION (Philadelphia)
JOURNAL OF CONTEMPORARY ASIA (Stockholm, Sweden)
JOURNAL OF DEVELOPING AREAS (Macomb, IL)
JOURNAL OF EAST ASIATIC STUDIES (Manila, Philippines)
JOURNAL OF EDUCATION (London)
JOURNAL OF EDUCATIONAL ADMINISTRATION AND HISTORY (Leeds, England)
JOURNAL OF EDUCATIONAL THOUGHT (Calgary, Alberta, Canada)
JOURNAL OF GENERAL EDUCATION (University Park, PA)
JOURNAL OF GENETIC PSYCHOLOGY (Provincetown, MA)
JOURNAL OF GEOGRAPHY IN HIGHER EDUCATION (Abingdon, England)
JOURNAL OF HISTORICAL STUDIES (same, SHISŌ, Japan)
JOURNAL OF HISTORY (same, KYUSHU DAIGAKU, SHIEN, Fukuoka, Japan)
JOURNAL OF HUMAN RELATIONS (Wilberforce, OH) ·
JOURNAL OF INDUSTRIAL TEACHER EDUCATION (Lafayette, IN)
JOURNAL OF INFORMATION SCIENCE (The Netherlands)
JOURNAL OF LIBRARIANSHIP (London)
JOURNAL OF LIBRARY HISTORY (USA)
JOURNAL OF MEDICAL EDUCATION (Washington, DC)

JOURNAL OF MEDICAL EDUCATION (Chicago)
JOURNAL OF MODERN HISTORY (Chicago)
JOURNAL OF ORIENTAL RESEARCHES (same, TŌYŌSHI KENKYŪ, Kyoto, Japan)
JOURNAL OF ORIENTAL STUDIES (Hong Kong)
JOURNAL OF ORIENTAL STUDIES (same, TŌHŌ GAKUHŌ, KYŌTO, Kyōto, Japan)
JOURNAL OF ORIENTAL STUDIES (Tokyo)
JOURNAL OF PHILOSOPHY (New York)
JOURNAL OF POLITICS (Gainesville, FL)
JOURNAL OF PRESBYTERIAN HISTORY (Philadelphia)
JOURNAL OF RELIGION AND HEALTH (New York)
JOURNAL OF RESEARCH AND DEVELOPMENT IN EDUCATION (Atlanta, GA)
JOURNAL OF SEX RESEARCH (Syracuse, NY)
JOURNAL OF SOCIAL ISSUES (Ann Arbor, MI)
JOURNAL OF SOCIAL PSYCHOLOGY (Worcester, MA)
JOURNAL OF SOUTH EAST ASIA AND THE FAR EAST (same, REVUE DU SUD-EST ASIATIQUE ET DE L'EXTRÊME-ORIENT, Brussels, Belgium)
JOURNAL OF THE AMERICAN ASIATIC ASSOCIATION (New York)
JOURNAL OF THE AMERICAN ASSOCIATION OF UNIVERSITY WOMEN (Washington, DC)
JOURNAL OF THE AMERICAN MEDICAL ASSOCIATION (Chicago)
JOURNAL OF THE AMERICAN ORIENTAL SOCIETY (Boston; New Haven, CT)
JOURNAL OF THE ASIAN AMERICAN PSYCHOLOGICAL ASSOCIATION
JOURNAL OF THE CANADIAN CHURCH HISTORY SOCIETY (Canada)
JOURNAL OF THE CENTRAL ASIAN SOCIETY (London)
JOURNAL OF THE CHINA BRANCH OF THE ROYAL ASIATIC SOCIETY (Shanghai)
JOURNAL OF THE CHINESE LANGUAGE TEACHERS ASSOCIATION (South Orange, NJ)
JOURNAL OF THE CHINESE UNIVERSITY OF HONG KONG (Hong Kong)
JOURNAL OF THE HISTORICAL SCIENCE SOCIETY (same, REKISHI-GAKU KENKYŪ, Tokyo)

JOURNAL OF THE HISTORY OF SOCIETY (Singapore)
JOURNAL OF THE HISTORY OF THE BEHAVIORAL SCIENCES (Brandon, VT)
JOURNAL OF THE HONG KONG BRANCH OF THE ROYAL ASIATIC SOCIETY (Hong Kong)
JOURNAL OF THE INSTITUTE OF CHINESE STUDIES OF THE CHINESE UNIVERSITY OF HONG KONG (Hong Kong)
JOURNAL OF THE NATIONAL MEDICAL ASSOCIATION (New York)
JOURNAL OF THE NORTH-CHINA BRANCH OF THE ROYAL ASIATIC SOCIETY (same, ROYAL ASIATIC SOCIETY OF GREAT BRITAIN AND IRELAND, NORTH-CHINA BRANCH, JOURNAL, Shanghai)
JOURNAL OF THE ROYAL SOCIETY OF ARTS (same, ROYAL SOCIETY OF ARTS. JOURNAL, London)
JOURNAL OF THE WEST CHINA BORDER RESEARCH SOCIETY (same, WEST CHINA BORDER RESEARCH SOCIETY JOURNAL, Chengtu)
JOURNAL OF THORACIC AND CARDIOVASCULAR SURGERY (St. Louis, MO)
JOURNAL OF THOUGHT (Fayetteville, AR; Norman, OK)
JOURNAL OF VISUAL IMPAIRMENT AND BLINDNESS (New York)
JOURNALISM QUARTERLY (Grand Forks, ND; Urbana, IL)

KAPPA DELTA PI RECORD (Lafayette, IN)
KEIZAI-SHI-GAKU (Japan)
KEY REPORTER (Washington, DC)
KIRJASTOLEHTI (Helsinki, Finland)
KNIZHKI NEDIELI (Leningrad, U.S.S.R.)
K'O-HSUEH T'UNG-PAO (Peking)
KOKKA GAKKAI ZASSI (Tokyo)
KOREA AND WORLD AFFAIRS (Seoul)
KRATKIE SOOBSHCHENIIA INSTITUTA NARODOV AZII (Leningrad)
KYUSHU DAIGAKU, SHIEN (same, JOURNAL OF HISTORY, Fukuoka, Japan)

LA CRITICA SOCIOLOGICA (Italy)
LAKARTIDNINGEN (Stockholm, Sweden)
LANCET (London)
LANGUAGE LEARNING AND COMMUNICATION (New York)

JOURNALS USED

LEARNING: THE MAGAZINE FOR CREATIVE TEACHING (Palo Alto, CA)
LIBERATION (Cambridge, MA)
LIBRARY ASSOCIATION OF CHINA. LIBRARY SCIENCE QUARTERLY (same, T'U SHU KUAN HSÜEH CHI K'AN, Peking)
LIBRARY ASSOCIATION RECORD (London)
LIBRARY HISTORY REVIEW (India)
LIBRARY JOURNAL (New York)
LIBRI (Vienna)
LIFE (New York)
LINGUISTIC REPORTER (Arlington, VA)
LINGUISTISCHE BERICHTE (Wiesbaden, Federal Republic of Germany)
LIVING AGE (Boston)

MAINLAND CHINA STUDIES (Taipei, Taiwan)
MALAYSIAN JOURNAL OF EDUCATION (Kuala Lumpur, Malaysia)
MALT BULLETIN (Missoula, MT)
MARINE CORPS GAZETTE (Quantico, VA)
MATERIA MEDICA NORDMARK (Uetersen/Holst, Federal Republic of Germany)
MATHEMATICS TEACHER (Reston, VA)
MECHANICAL ENGINEERING (New York)
MEDIA ASIA (Singapore)
MEDIA IN EDUCATION AND DEVELOPMENT (England)
MEDICAL JOURNAL OF AUSTRALIA (Sydney)
MEDICAL WORLD NEWS (New York)
MEDICO-PSYCHOLOGICAL ANNALS (same, ANNALES MEDICO-PSYCHOLOGIQUES, France)
MEDITSINSKAYA SESTRA (Moscow)
MEMOIRS OF THE CHINA RESEARCH INSTITUTE (Japan)
MEMOIRS OF THE INSTITUTE OF ORIENTAL CULTURE (same, TŌYŌ BUNKA KENKYŪJO KIYŌ, Tokyo)
MEMOIRS OF THE RESEARCH DEPARTMENT OF THE TOYO BUNKO (Japan)
MENTAL RETARDATION (Washington, DC)
METALS MAGAZINE (New York)
METHODIST HISTORY (Lake Junaluska, NC)
MILBANK MEMORIAL FUND QUARTERLY (New York)
MILLARD'S REVIEW (Shanghai)

MINERVA (London)
MINERVA MEDICINE (Turin, Italy)
MIN-TOH MONTHLY (China)
MISSIONWISSENSCHAFT UND RELIGIONSWISSENSCHAFT (Münster, Federal Republic of Germany)
MITTEILUNGEN DES SEMINARS FÜR ORIENTALISCHE SPRACHEN ZU BERLIN (Berlin)
MITTEILUNGEN INSTITUTS FÜR ASIEN KUNDE (Berlin)
MODERN ASIAN STUDIES (Cambridge, England)
MODERN CHINA (Beverly Hills, CA)
MODERN LANGUAGE JOURNAL (St. Louis, MO)
MODERN REVIEW (China)
MONDO CINESE (same, CHINESE WORLD, Milan, Italy)
MONTANA ASSOCIATION OF LANGUAGE ARTS BULLETIN (same, MALT BULLETIN, Missoula, MT)
MONTCLAIR JOURNAL OF SOCIAL SCIENCE AND HUMANITIES (Montclair, NJ)
MONTHLY REVIEW (New York)
MONUMENTA SERICA (Peking)
MOSAIC (St. Petersburg, FL)

NARODY AZII I AFRIKI (Moscow)
NAŠA VEDA (Prague, Czechoslovakia)
NATION (New York)
NATIONAL CENTRAL LIBRARY BULLETIN (Taiwan)
NATIONAL CHENGCHI UNIVERSITY JOURNAL (Chengchi, China)
NATIONAL ELEMENTARY PRINCIPAL (Washington, DC)
NATIONAL GEOGRAPHIC MAGAZINE (Washington, DC)
NATIONAL RECONSTRUCTION JOURNAL (New York)
NATIONAL TAIWAN UNIVERSITY JOURNAL OF SOCIOLOGY (Taiwan)
NATION'S HEALTH (Washington, DC)
NATION'S SCHOOLS (Chicago)
NATO'S FIFTEEN NATIONS (Amsterdam, Netherland)
NATURAL HISTORY (New York)
NATURE (London)
NEA REPORTER (Washington, DC)
NEW ANNALS OF MATHEMATICS (same, NOUVELLES ANNALES DE MATHÉMATIQUES, France)
NEW CHINA FORTNIGHTLY (same, HSIN CHUNG HUA, Shanghai)

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NEW ENGLAND JOURNAL OF MEDICINE (Boston)
NEW LEADER (New York)
NEW PEDAGOGY REVIEW (same, NOUVELLE REVUE PÉDAGOGIQUE, Paris)
NEW PHYSICIAN (Schaumburg, IL)
NEW REPUBLIC (New York)
NEW SCIENTIST (London)
NEW SCIENTIST AND SCIENCE JOURNAL (London)
NEW WOMAN (Ft. Lauderdale, FL)
NEW YORK TIMES (New York)
NEW YORK TIMES MAGAZINE (New York)
NEW YORK UNIVERSITY QUARTERLY (New York)
NEWS BULLETIN, INSTITUTE OF INTERNATIONAL EDUCATION (New York)
NEWSWEEK (New York)
NIPPON CHŪGOKU GAKUKAIHŌ (same, BULLETIN OF THE SINOLOGICAL SOCIETY OF JAPAN, Japan)
NORDISK MISSIONS TIDSSKRIFT (Copenhagen, Denmark)
NOTES ET ÉTUDES DOCUMENTAIRES (Paris)
NOTRE DAME MAGAZINE (South Bend, IN)
NOUVELLE REVUE PÉDAGOGIQUE (same, NEW PEDAGOGY REVIEW, Paris)
NOUVELLES ANNALES DE MATHÉMATIQUES (same, NEW ANNALS OF MATHEMATICS, France)
NOWE DROGI (Warsaw)

OCHANOMIZU SHIGAKU (Japan)
OKAYAMA SHIGAKU (Japan)
ORBIS (Louvain, Belgium)
ORIENS EXTREMUS (Wiesbaden, Federal Republic of Germany)
ORIENTAL CULTURE (same, TŌYŌ BUNKA, Japan)
ORIENTAL CULTURE REVIEW (same, TŌYŌ BUNGAKU KENKYŪ, Japan)
OSTEUROPA (Stuttgart, Federal Republic of Germany)
ŌTANI GAKUHŌ (Japan)

PACIFIC AFFAIRS (Canada)
PACIFIC HISTORICAL REVIEW (Glendale, CA)
PACIFIC SOCIOLOGICAL REVIEW (Beverly Hills, CA)
PACIFIC VIEWPOINT (Wellington, New Zealand)

PAEDAGOGICA HISTORICA (Ghent, Belgium)
PAPERS ON CHINA (Cambridge, MA)
PAPERS ON FAR EASTERN HISTORY (Canberra, Australia)
PARENTS (New York)
PEABODY JOURNAL OF EDUCATION (Nashville, TN)
PEDIATRICS (Evanston, IL)
PEKING REVIEW (later, BEIJING REVIEW, Peking)
PEOPLE'S CHINA (Peking)
PEOPLE'S TRIBUNE (Peking)
PETERMANNS GEOGRAPHISCHE MITTEILUNGEN (Gotha, German Democratic Republic)
PHAROS (Chicago)
PHI DELTA KAPPAN (Bloomington, IN)
PHILOSOPHY AND SOCIAL ACTION (New Delhi, India)
PHYSICS TODAY (New York)
POLITICAL QUARTERLY (London)
POLITICAL SCIENCE REVIEW (Jaipur, India)
POLITICS (Australia)
POLITIQUE ETRANGÈRE (Paris)
POPULATION (Paris)
POPULATION AND DEVELOPMENT REVIEW (USA)
POPULATION STUDIES (London)
PRIRODA (Moscow)
PROBLEMS OF COMMUNISM (Washington, DC)
PROCEEDINGS OF THE ACADEMY OF POLITICAL SCIENCE (New York)
PROCEEDINGS OF THE AMERICAN PHILOSOPHICAL SOCIETY (New York)
PROCEEDINGS OF THE INSTITUTE FOR INTERNATIONAL RELATIONS, UNIVERSITY OF CALIFORNIA AT BERKELEY (Berkeley, CA)
PROFESSIONI INFERMIERISTICHE (Turin, Italy)
PROGRAMMED LEARNING AND EDUCATIONAL TECHNOLOGY (England)
PROGRESS IN HUMAN GEOGRAPHY (London)
PROJET (Paris)
PROSPECTS; QUARTERLY REVIEW OF EDUCATION (Paris)
PSIKHOLOGICHESKII ZHURNAL (Moscow)
PSYCHIATRIA FENNICA (Helsinki, Finland)

PSYCHIATRIE, NEUROLOGIE, UND MEDIZINISCHE PSYCHOLOGIE (Leipzig, German Democratic Republic)
PSYCHOLOGIA; AN INTERNATIONAL JOURNAL OF PSYCHOLOGY IN THE ORIENT (Kyoto, Japan)
PSYCHOLOGICAL RECORD (Gambier, OH)
PSYCHOLOGICAL REPORTS (Louisville, KY)
PSYCHOLOGIE (Leipzig, German Democratic Republic)
PTA MAGAZINE (later, PTA TODAY, Chicago)
PUBLIC ADMINISTRATION REVIEW (Washington, DC)
PUBLIC OPINION QUARTERLY (Princeton, NJ)

QUARTERLY BULLETIN OF CHINESE BIBLIOGRAPHY (Chungking, China)
QUARTERLY BULLETIN OF FUNDAMENTAL EDUCATION (same, EDUCATION ABSTRACTS, Albany, NY)
QUARTERLY JOURNAL OF THE LIBRARY OF CONGRESS (Washington, DC)
QUARTERLY REVIEW OF CHINESE BIBLIOGRAPHY
QUARTERLY REVIEW, SUN YAT-SEN INSTITUTE FOR THE ADVANCEMENT OF CULTURE AND EDUCATION (? Nanking)
QUEEN'S QUARTERLY (Kingston, Ontario, Canada)

READING TEACHER (Newark, DE)
REHABILITATION WORLD (New York)
REKISHI-GAKA KENKYŪ (same, JOURNAL OF THE HISTORICAL SCIENCE SOCIETY, Tokyo)
REKISHI HYŌRON (Japan)
REKISHI KYŌIKU (Japan)

REPORTER (USA)
REPORTS OF THE EAST ASIA RESEARCH INSTITUTE (Japan)
RESEARCH MANAGEMENT (New York)
REVIEW (Belgium)
REVIEW OF EDUCATIONAL RESEARCH (Washington, DC)
REVIEW OF PARIS (same, REVUE DE PARIS, Paris)
REVIEW OF RADICAL POLITICAL ECONOMICS (New York)
REVIEW OF TAKUSHOKU UNIVERSITY (same, TAKUSHOKU DAIGAKU RONSH-U, Hokkaido, Japan)
REVIEW: THE UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION (same, UCEA REVIEW, Columbus, OH)

REVISTA ESPANOLA DE LA OPINION PUBLICA (Madrid)
REVISTA MEXICANA DE CIENCIAS POLITICAS Y SOCIALES (Mexico City)
REVUE DE GÉOGRAPHIE DE MONTRÉAL (Succa, Quebec, Canada)
REVUE DE L'EST (same, EASTERN REVIEW, France)
REVUE DE L'INSTITUT DE SOCIOLOGIE (Brussels, Belgium)
REVUE DE LITTÉRATURE COMPARÉE (Paris)
REVUE DE PARIS (same, REVIEW OF PARIS, Paris)
REVUE DE SYNTHÈSE (same, SYNTHESIS REVIEW, France)
REVUE DU SUD-EST ASIATIQUE ET DE L'EXTRÈME-ORIENT (same, JOURNAL OF SOUTH EAST ASIA AND THE FAR EAST, Brussels, Belgium)
REVUE HISTORIQUE (Paris)
REVUE INDO-CHINOISE (same, INDO-CHINESE REVIEW, France)
REVUE MONDIALE (Toronto, Canada)
REVUE PHILOSOPHIQUE DE LA FRANCE ET DE L'ÉTRANGER (Paris)
REVUE TIERS MONDE (Paris)
ROTARIAN (Evanston, IL)
ROUND TABLE (London)
ROYAL ASIATIC SOCIETY OF GREAT BRITAIN AND IRELAND, NORTH-CHINA BRANCH, JOURNAL (same, JOURNAL OF THE NORTH-CHINA BRANCH OF THE ROYAL ASIATIC SOCIETY OF GREAT BRITAIN AND IRELAND, Shanghai)
ROYAL SOCIETY OF ARTS. JOURNAL (same, JOURNAL OF THE ROYAL SOCIETY OF ARTS, London)

SAECULUM (Freiburg, German Democratic Republic)
SANTE PUBLIQUE (Bucharest, Rumania)
SATURDAY EVENING POST (Indianapolis, IN)
SATURDAY REVIEW (New York)
SATURDAY REVIEW/WORLD (New York)
SCANDINAVIAN DOCUMENTATION JOURNAL (same, TIDSKRIFT FOER DOKUMENTATION, Stockholm, Sweden)
SCANDINAVIAN PUBLIC LIBRARY QUARTERLY (Oslo, Norway)
SCHOOL & SOCIETY (New York)
SCHOOL PSYCHOLOGY INTERNATIONAL (Eastbourne, England)
SCHOOL REVIEW (Chicago)
SCHOOL SCIENCE AND MATHEMATICS (Indiana, PA)
SCHOOL SHOP (Ann Arbor, MI)

SCIENCE (New York)
SCIENCE AND CHILDREN (Washington, DC)
SCIENCE AND PUBLIC AFFAIRS (Chicago)
SCIENCE FORUM (Toronto)
SCIENCE PROGRESS (Philadelphia)
SCIENCE REPORTS TOHOKU UNIVERSITY, SEVENTH SERIES, GEOGRAPHY (Japan)
SCIENTIFIC WORLD (London)
SCIENTIST AND CITIZEN (St. Louis, MO)
SELECTIONS FROM CHINA MAINLAND MAGAZINES (Hong Kong)
SENSHŪ JIMBUN RONSHŪ (Japan)
SHAKAI KEIZAI SHIGAKU (same, SOCIO-ECONOMIC HISTORY, Japan)
SHIGAKU ZASSHI (Japan)
SHIH-TA HSÜEH-PAO (same, BULLETIN OF THE NATIONAL TAIWAN NORMAL UNIVERSITY, Taiwan)
SHIH-TI HSÜEH-PAO (same, HISTORICAL AND GEOGRAPHICAL REVIEW, Shanghai)
SHIH YUAN (Taiwan)
SHINAGAKU (same, SINOLOGY, Kyoto, Japan)
SHINA KENKYŪ (Shanghai)
SHISŌ (same, JOURNAL OF HISTORICAL STUDIES, Japan)
SINICA (Heidelberg, Federal Republic of Germany)
SINOLOGICA (Basel, Switzerland)
SINOLOGY (same, SHINAGAKU, Kyoto, Japan)
SOCIAL EDUCATION (Washington, DC)
SOCIAL POLICY (New York)
SOCIAL PRAXIS (The Hague, The Netherlands)
SOCIAL SCIENCE (Toledo, OH)
SOCIAL SCIENCE AND MEDICINE (Oxford, England)
SOCIAL SCIENCE RECORD (Amherst, NY)
SOCIAL SCIENCE RESEARCH COUNCIL ITEMS (New York)
SOCIAL SERVICE REVIEW (Chicago)
SOCIAL STUDIES (Maynooth, Ireland)
SOCIAL STUDIES OF SCIENCE (Beverly Hills, CA)
SOCIAL THEORY AND PRACTICE (Tallahassee, FL)
SOCIAL WORK (London)
SOCIO-ECONOMIC HISTORY (same, SHAKAI KEIZAI SHIGAKU, Japan)
SOCIOLOGICAL ABSTRACTS (San Diego, CA)

SOCIOLOGICAL BULLETIN (Bombay, India)
SOCIOLOGICAL INQUIRY (Omaha, NB)
SOCIOLOGICAL REVIEW (Keele, England; Hong Kong)
SOCIOLOGICAL WORLD (Peking)
SOCIOLOGY (London)
SOCIOLOGY AND SOCIAL RESEARCH (Los Angeles)
SOCIOLOGY OF EDUCATION (New York)
SOCIOLOSKI PREGLED (Belgrade, Yugoslavia)
SOUTH ATLANTIC QUARTERLY (Durham, NC)
SOUTHEAST ASIA JOURNAL OF THEOLOGY (Manila, Philippines)
SOVETSKAIA ANTROPOLOGIIA (Moscow)
SOVETSKAIA ETNOGRAFIA (Leningrad)
SOVETSKAIA PEDAGOGIKA (Moscow)
SOVETSKOE GOSUDARSTVO I PRAVO (Moscow)
SOVETSKOE KITAEVEDENIE (Moscow)
SOVETSKOE VOSTOKOVEDENIE (Moscow; Leningrad)
SOVETSKOE ZDRAVOKHRANENIE (Moscow)
SOVIET STUDIES IN HISTORY (White Plains, NY)
SOZIOLOGIE (Federal Republic of Germany)
SPIEGEL HISTORIAEL (Bussum, The Netherlands)
SSU YÜ YEN (same, THOUGHT AND WORD, Taiwan)
STATISTICAL REPORTER (Washington, DC)
STATSVETENSKAPI TG TIDSKRIFT (Lund, Sweden)
STIMMEN DER ZEIT (Federal Republic of Germany)
STORIA E POLITICA (Milan, Italy)
STUDIA MISSIONALIA (Rome)
STUDIES (same, ÉTUDES, Paris)
STUDIES: AN IRISH QUARTERLY REVIEW OF LETTERS, PHILOSOPHY AND SCIENCE (Ireland)
STUDIES IN COMPARATIVE COMMUNISM (Los Angeles)
STUDIES IN COMPARATIVE INTERNATIONAL DEVELOPMENT (New Brunswick, NJ)
STUDIES IN FAMILY PLANNING (New York)
STUDIES IN LANGUAGE LEARNING (Urbana, IL)
STUDIES IN MODERN CHINA (Tokyo)
STUDIES IN RELIGION (Waterloo, Canada)
STUDIES OF ASIA AND AFRICA (same, ESTUDIOS DE ASIA Y AFRICA, Mexico)
STUDIES OF CHINESE LITERATURE (Japan)
STUDIES ON CHINESE COMMUNISM (Taipei, Taiwan)

JOURNALS USED

STUDII: REVUE DE ISTORIE (Rumania)
SUMMARY OF WORLD BROADCASTS (Reading, England)
SURVEY OF CHINA MAINLAND PRESS (Hong Kong)
SYNTHESIS REVIEW (same, REVUE DE SYNTHÈSE, France)

TA LU TSA CHIH (Taipei, Taiwan)
TAKUSHOKU DAIGAKU RONSH-U (same, REVIEW OF TAKUSHOKU UNIVERSITY, Hokkaido, Japan)
TALK (London)
TEACHER (England)
TEACHERS COLLEGE RECORD (New York)
TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES QUARTERLY (Washington, DC)
TECHNOLOGY AND CULTURE (Detroit)
THEORY INTO PRACTICE (Columbus, OH)
THOUGHT AND WORD (same, SSU YÜ YEN, Taiwan)
TIDSKRIFT FOER DOKUMENTATION (same, SCANDINAVIAN DOCUMENTATION JOURNAL, Stockholm, Sweden)
T'IEN HSIA MONTHLY (Shanghai)
TIMES EDUCATIONAL SUPPLEMENT (London)
TIMES HIGHER EDUCATION SUPPLEMENT (London)
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